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ABSTRACT

This document is a theme issue of the journal "Momentum", devoted to the topic "Teacher Education: A Continuum." It contains 15 articles in the central section and 7 articles in a special section subtitled "The Multicultural Challenge." The following articles on the central theme are presented: (1) "Closing the Gap" concerns fusing the college and the classroom for future teachers (Judy J. Harris); (2) "Is In-service of Service?" (John J. Reilly); (3) "Cultural Balancing Act" (M. Thomas Magee); (4) "Cutting the Coat To Fit" (Michael L. Steele) is about a spiritual development program tailored to religion teachers' expressed desire for formation, not information; (5) "A Guide for the Voyage" (Mildred Haipt) the mentor smoothes the way for the beginning teacher; (6) "The Teacher as Critical Thinker" (Jean M. Barton); (7) "The Research In-service" (Lorene Gnaedinger); (8) "Setting New Standards" (Christopher B. Reimann); (9) "A Catholic Educator Comments on the NBPTS" (Joseph F. Rogus); (10) "A Continuum Model of Teacher Development" (Mary Diez); (11) "The Justice Factor in Teacher Commitment" (Robert J. Kealey); (12) "Profile of the Beginning Teacher" (Barbara L. Brock); (13) "Sharers in the Gift of God" (Marie Anna Stelmach); (14) "Arriving Where We Started" (Leona McCaughey-Oreszak) asks how future elementary teachers can become masters of content and know-how? and (15) "Dateline: Guatemala" (Patricia Feistritzer). (JD)

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Journal of the National Catholic Educational Association
November 1990

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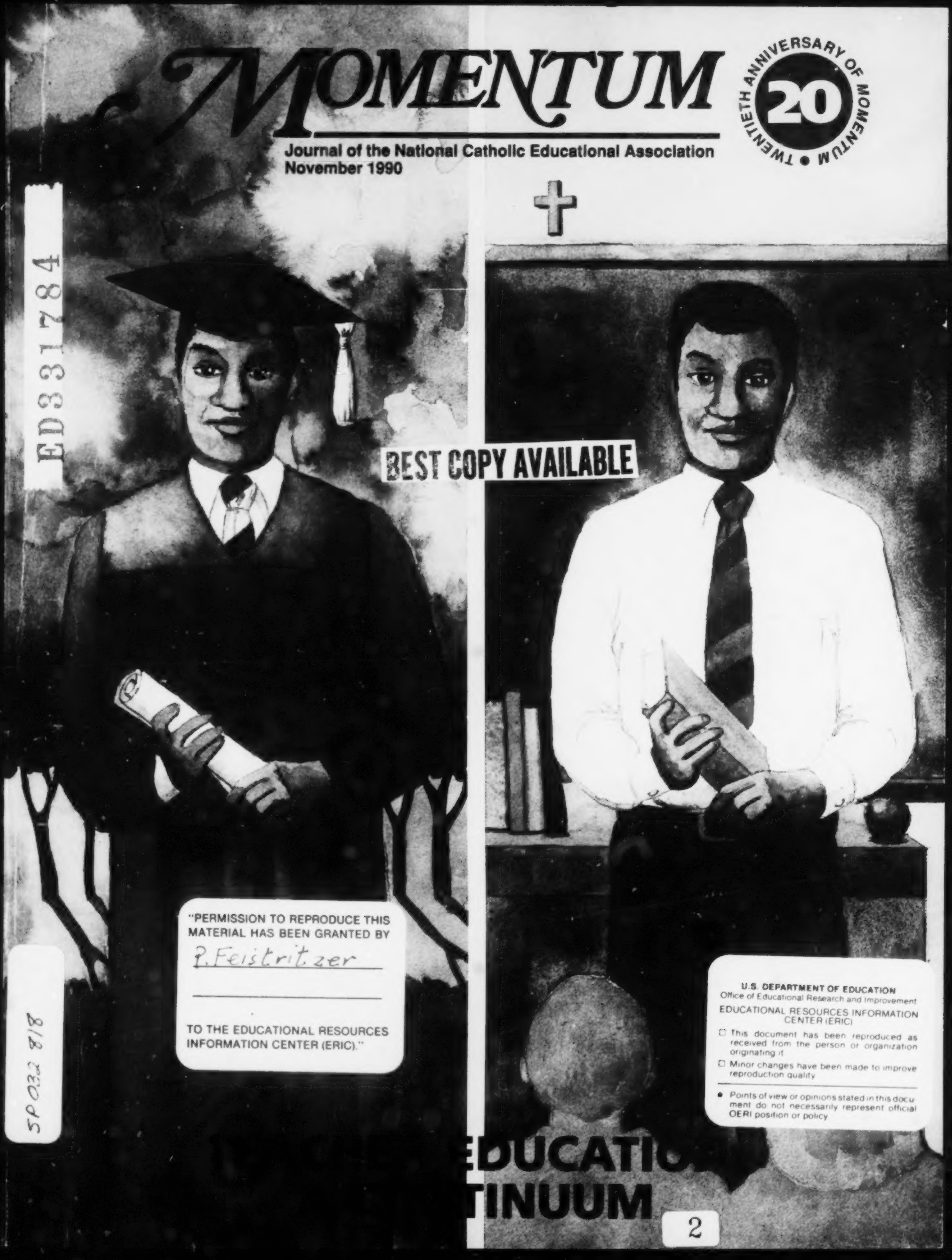

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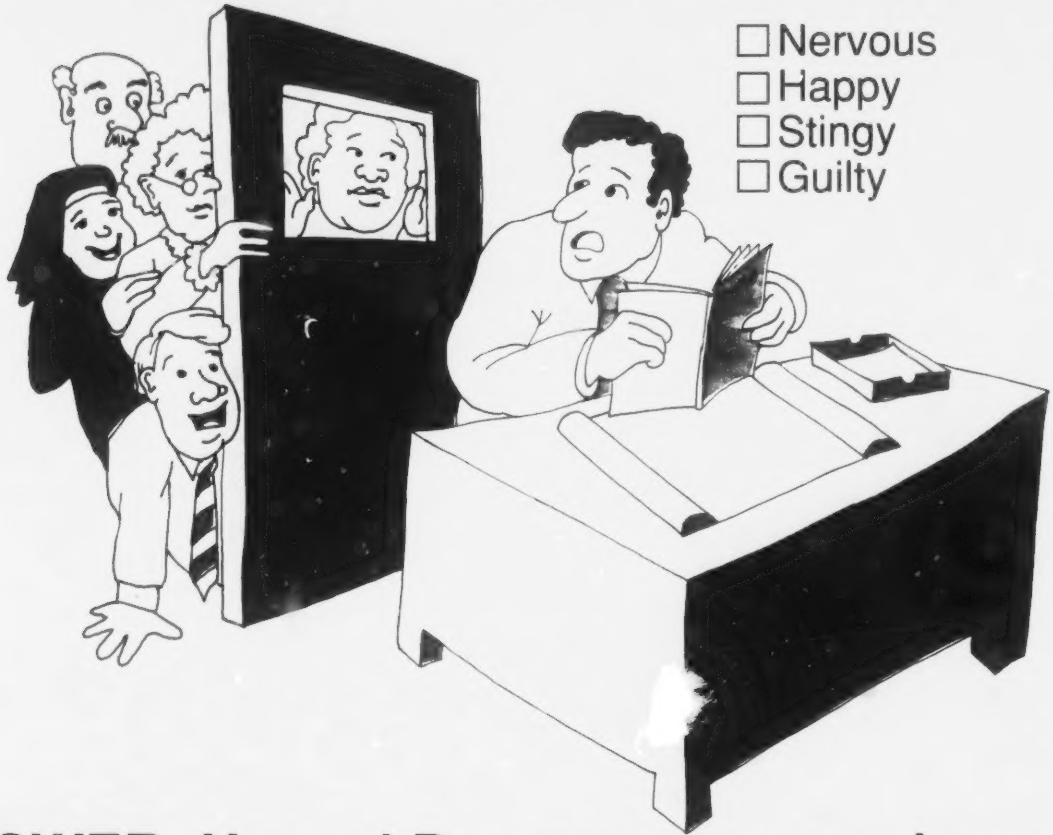

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MOMENTUM

Vol. XXI No. 4
November 1990

TWENTIETH ANNIVERSARY OF MOMENTUM • 20

EDITORIALS

3 **The market competition solution** • *Catherine McNamee*
4 **Teacher education with a difference** • *NCEA Executive Staff*

THEME ISSUE: TEACHER EDUCATION—A CONTINUUM

6 **Closing the gap** • *Judy J. Harris*
College and classroom fuse for future teachers.
10 **Is in-service of service?** • *John J. Reilly*
Teachers share their ideas about beneficial programs.
11 **Cultural balancing act** • *M. Thomas Magee*
12 **Cutting the coat to fit** • *Michael L. Steele*
Religion teachers want *formation* rather than information.
16 **A guide for the voyage** • *Mildred Haipt*
The mentor smoothes the way for the beginning teacher.
20 **The teacher as critical thinker** • *Jean M. Barton*
Reoriented teachers emphasize aptitude development.
21 **The research in-service** • *Lorene Gnaedinger*
24 **Setting new standards** • *Christopher B. Reimann*
Great expectations set for voluntary teacher certification.
26 **A Catholic educator comments on the NBPTS** • *Joseph F. Rogus*
46 **A continuum model of teacher development** • *Mary Diez*
How can college education departments and K-12 schools connect?
50 **The justice factor in teacher commitment** • *Robert J. Kealey*
Just compensation for teachers in Catholic schools is a must.
54 **Profile of the beginning teacher** • *Barbara L. Brock*
What can be done for "overwhelmed" first-year teachers?
58 **Sharers in the gift of God** • *Marie Anna Stelmach*
A certification program responds to catechists' spiritual hunger.
61 **Arriving where we started** • *Leona McCaughey-Oreszak*
How can future elementary teachers become masters of content *and* know-how?
64 **Dateline: Guatemala** • *Patricia Feistritzer*
Teachers struggle to teach social awareness as well as basic skills to the children of Guatemala.

SPECIAL SECTION: THE MULTICULTURAL CHALLENGE

30 **The multicultural challenge** • *Mary Sarah Fasenmyer*
Catholic colleges should be leaders in meeting the demand for minority teachers.
32 **The rainbow effect** • *Kathleen Ross with Jeanne Crawford*
Regional cultural diversity is reflected in the teaching staff.
36 **Teacher cadets answer the call** • *Elizabeth M. Rhodes and Antoine M. Garibaldi*
Black high-schoolers enlist in boot camp for teaching.
37 **Minority students tapped for teaching** • *Carolyn Farrar*
40 **The teacher as cultural researcher** • *Ewa Pytowska*
Aware teachers sensitize students about diversity.
43 **To recruit or to retain?** • *Lorraine A. Ozar*
New avenues point to expanded minority teaching staff.
45 **A not-so-impossible dream** • *Eagan Hunter*

6

FROM THE FIELD

19 **Publisher provides in-service boon** • *Marla Ann Yeck*
23 **Defeated** • *Caroline Chiapparelli Gramil*
53 **The empathic teacher** • *Martin Mayer*
57 **The teacher as leader** • *Lois King Draina*
60 **A teacher remembers** • *Joseph P. Agostino*

National Appreciation Day for Catholic Schools See insert on page 81.

EDPRESS
1990 DISTINGUISHED ACHIEVEMENT AWARD WINNER

COLUMNS

70 **Trends in Technology**
Distance education via ITFS • *Angela Ann Zukowski*
74 **Classroom Corner**
Saints for the 90s: Elizabeth Ann Seton • *Kathy Coffey*
75 **Justice and Peace Education**
Teaching nonviolence in the classroom • *Patricia McCarthy*
77 **Book Reviews**

Cover by Tia Gray

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Editorials

Message from the president

The market competition solution

John Chubb and Terry Moe are scholars, not politicians. They have no constituency, and they are not accustomed to being in the public eye. But ever since their controversial book was released last June, they have been busy meeting with federal and state legislators, corporate leaders, newspaper editorial boards, radio and TV commentators—and professional educators.

In *Politics, Markets, and America's Schools*, published by the Brooking Institution, the two scholars claim that the school reform movement is destined to fail and that nothing short of a whole new system of American education will suffice.

Chubb and Moe are respected political scientists without ties to special interests, and many of their conclusions are grounded in hard research data. The book has, therefore, been heating up the debate over America's schools.

The overriding problem, they say, is the system itself. The great irony is that the government institutions responsible for education—state education agencies, school district administrators and boards of education—cannot solve the problem because they *are* the problem.

Chubb and Moe want to put schools out of the reach of politicians and bureaucrats and let parents and students *choose* their schools. They want a system in which private schools could become part of the public education enterprise and receive public funds.

Most of the book is *not* about choice, per se. It is about effective schools. The authors studied approximately 500 public and private schools—the "politics" and "markets," respectively, that give the book its name—and gathered data from more than 20,000 students, teachers and principals.

Perhaps their most encouraging finding is that well-organized, well-run schools can make a significant difference for students "regardless of their ability and background." In fact, school organization exceeds the influence of either family or friends in its effects on student achievement.

Effective schools are also characterized by strong leadership, clear goals, rigorous academic programs, teamwork and teacher professionalism.

Teachers in effective schools are treated like professionals. "True professionalism requires not simply that teachers be experts in their subject matter and the methodology of learning, but also that they have the autonomy to exercise discretion in applying it to the infinitely varying individuals and circumstances that make up their jobs."

Teachers in effective schools spend more time meeting with one another to coordinate instruction and they regard one another as more helpful with their classroom problems. They work more assiduously to align their courses. They are more knowledgeable about one another's classes.

Does this sound like a description of our Catholic schools and teachers? Indeed, the researchers found that *most* private schools are subject to much less bureaucratic interference than public ones. "The kinds of qualities that contemporary school reformers would like public schools to develop," Chubb and Moe assert, "private schools have developed without external reform at all."

Private schools, the researchers contend, tend to develop fewer bureaucratic constraints precisely because they are not subject to political battles, changes in elected leadership, and the conflicting demands of multiple layers of government. Their solution to America's educational problems is to govern public schools more like private ones by injecting a hefty dose of market

Editorials

competition.

Under Chubb and Moe's proposal, states would set new minimal criteria for what constitutes a "public school"—criteria roughly equivalent to the standards that Catholic schools now set for themselves. Any group or organization that applied to the state and met those criteria—including existing public and private schools—would be chartered as a "public school" and allowed to accept students and receive public funds.

Each school would be free to govern itself as it wanted; specify its own goals, programs and methods; select its own student body (subject to nondiscrimination laws); and hire and fire its own teachers. Students and parents could choose from any "public school" in their state. Public money from federal, state and local sources would flow directly to the schools in the form of scholarships that would follow each student.

States would no longer hold schools accountable for student achievement on the basis of standardized tests or other assessments of quality. Instead, all schools would be accountable to the parents and students who receive a school's services; they are free to leave schools they find wanting and transfer to schools of excellence.

Politics, Markets, and America's Schools has raised significant issues which require our serious attention in the months ahead. Across the nation, support for choice is growing. The foot is very much in the door. It is up to us—educators, parents and concerned citizens—to keep the momentum going until that door opens wide to *all* America's children.❏

Catherine McNamee, C.S.J.
President

Teacher education with a difference

It has been nearly a decade since the National Commission on Excellence in Education was created and published the report *A Nation At Risk*. This was the first of many studies criticizing American public education, attributing poor student performance to causes as diverse as students' disadvantaged backgrounds, an overly centralized management, and too little financial and parental support.

More recently, educational research has focused on the correlation between teacher competency and student outcomes. Students learn better, the research indicates, when teachers have mastered content, use a variety of instructional styles, engage in ongoing education, and establish good communication with their students.

In examining these and other teacher competencies, public education refers to teacher education. Catholic education, however, refers to teacher education in the broadest context: formation. This is a significant difference. Whether they minister in Catholic schools or parish religious education programs, Catholic educators are formed to teach as Jesus did.

The September *Momentum* editorial "Women in Catholic education: yesterday, today, tomorrow" contained a typographical error which took 100 years from the history of the Oblate Sisters of Providence. We herewith restore those years; the correct founding date is 1829.

In his school of teacher formation, Jesus first presented the content to be taught. A reading of the four Gospels shows that this content was presented developmentally. An overview was given, then key issues were reviewed. Jesus frequently questioned the disciples to determine that they had mastered the content.

Jesus also taught the disciples the skills of sound pedagogy: how to use stories, to make comparisons, to refer to the student's immediate experiences, to seize the teachable moment. Jesus used total group instruction, cooperative learning groups and individualization.

Jesus' program of teacher formation emphasized the close relationship between student and teacher. These teachers—ministers of the Gospel—were to have a keen sensitivity and concern for their students. This care extended to their intellectual, physical, spiritual and emotional needs.

When the disciples were ready, Jesus sent them out to do their student teaching. When they returned, he gave them time to reflect on their experiences, questioned them about their techniques, and critiqued their performance. The disciples discovered that their formation was a continuous process.

Jesus modeled for his students the qualities they were to manifest in their teaching. He called the disciples' attention to the fact that he was their mentor. This modeling was so compelling that it motivated the disciples to follow Jesus' example.

This program of teacher formation took place in a prayerful environment. Although Jesus often brought his disciples to a secluded spot for reflection, he was also mindful of the needs of the times and of human weakness. This total program in a supportive environment formed the first teachers of the church.

This issue of *Momentum* examines many different programs concerned with the training of future teachers and the ongoing development of practitioners. The articles are intended to stimulate reflection on teacher formation. Reflection should lead to action and improved programs. Since the future of the Catholic Church, the American nation and the world depends upon teachers, this matter must be given the highest priority.❏

NCEA Executive Staff

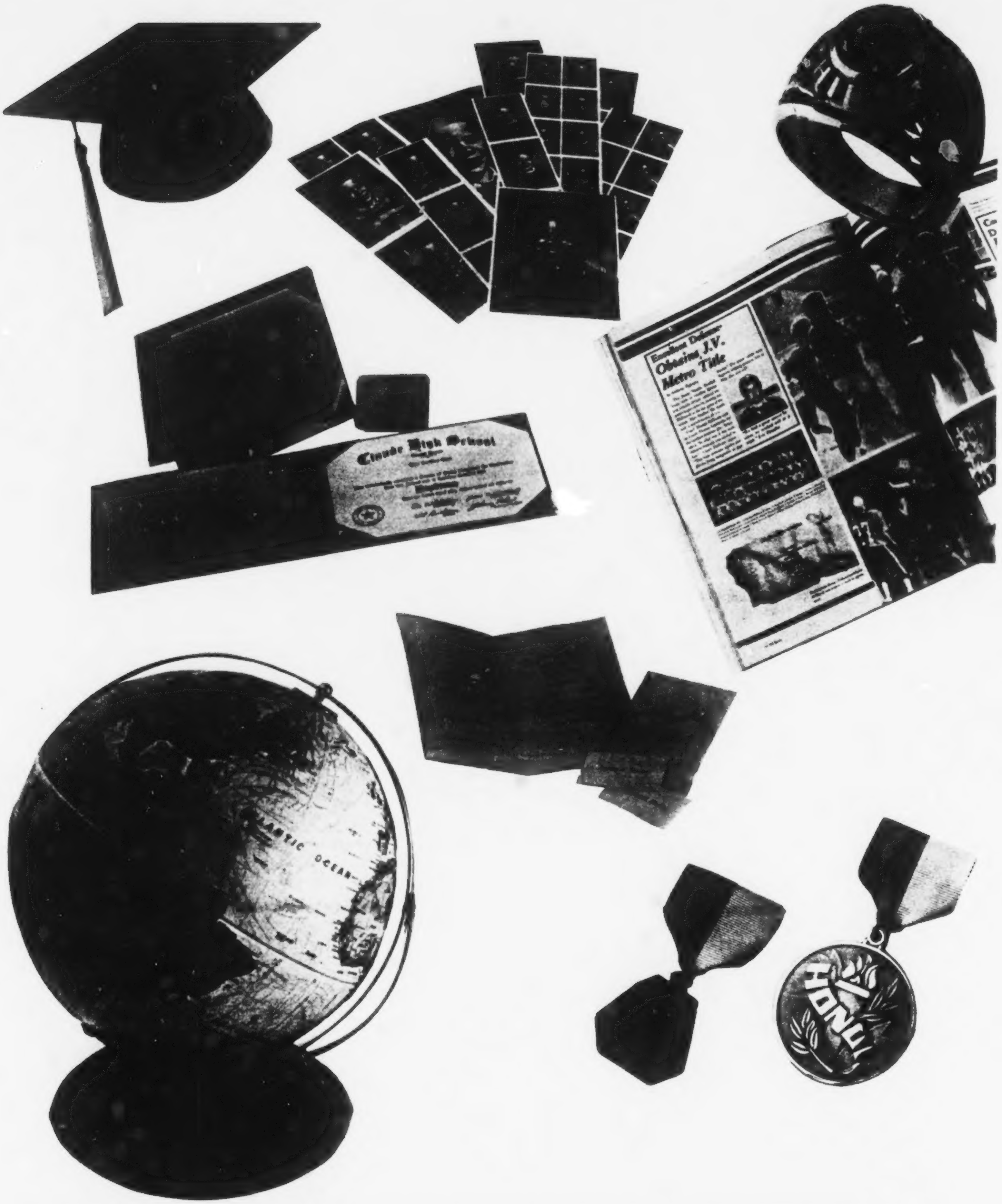
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Photo by Judy Harris

"Is this a teacher or a new classmate?" wonder elementary school students as they and a college junior line up for classes at Villa Madonna Academy.

Closing the gap

When the theory of their college course work is translated into the reality of the school classroom, these future teachers are ready!

Judy J. Harris

College juniors mingle with elementary school children as all hurry to their classes. The language arts methods course of Thomas More College is being taught at Villa Madonna Academy. Here are some typical scenes in this engaging teacher education collaboration.

* * *

Instead of the students praying aloud at the beginning of class, their college instructor asks them to listen to the singing of a children's choir rehearsing in the nearby chapel.

* * *

The topic for the methods class is "developing listening skills." Following a brief lecture and review of assigned readings, the college juniors disperse to elementary classrooms to observe and record examples of formal and informal lessons in listening.

* * *

The first-graders are involved in

writing conferences with the fifth-graders, who serve as their individual mentors. The college juniors observe the structure of the conferences and the student interaction. In a subsequent class discussion, the college students identify the benefits of the project for the fifth-graders and the first-graders.

* * *

While the college instructor teaches the fifth-graders, the fifth-grade teacher shares a collection of writing ideas for that grade with the college students. He also leads them through some demonstration lessons, shares samples of student work, and distributes a bibliography of resources for the teaching of writing.

The nature of the research function of higher education enables college faculty to maintain the most current knowledge of preferred practice in the field. Sometimes classroom teachers view the college as an "ivory tower" with little relevance to the realities of the typical classroom. The resulting gap between research and practice may be considerable, especially for college students who are future teachers.

In order to close that gap, several faculty members in the education department at Thomas More College in Crestview Hills, Kentucky, discussed the possibility of relocating methods courses in area school sites. The opportunity to make their move came when the teacher education program underwent major reorganization in response to changes in certification levels mandated in Kentucky in 1986.

Teacher methods courses were redesigned into concentrated, five-week formats. Each course now meets from 9:00-12:00, two mornings a week, to satisfy the requirements for two semester hours of credit. For the past three years, at least two methods courses in each semester have been taught in local schools.

Diocesan schools were selected for this innovation so that the college juniors could experience the integration of Catholic values across the curriculum and in the interpersonal relationships within the school setting. Schools have provided diversity in the experience.

Villa Madonna Academy, a private school (grades 1-12), is operated by Sisters of the Order of St. Benedict. Blessed Sacrament School serves a suburban parish. St. Anthony School is located in a more urban area. R.C. Hinsdale School, a public school which is architecturally open, is being used as well.

In initiating the program, communication proved to be essential. The college instructor visited the school to talk with the teachers at a regularly scheduled faculty meeting before the program began. The course syllabus was distributed and the course goals identified. Teachers were asked to suggest ways in which their programs and expertise might provide examples or other support for the course. Forms were circulated for teachers on which they indicated if their classrooms would be open for visitation.

As the program swung into operation, a weekly newsletter was prepared by the college instructor explaining the specific foci of the course for that time frame. Times and dates of classroom visitations were listed. Reference was made to displays or classroom practices that would reinforce the methods course content.

The increased credibility and relevance of the college program were immediate benefits of relocating the methods courses. The abundance of ideas and materials presented to college students as they moved through the grade school greatly expanded their resource files. Relationships developed between college students and school faculty, between the faculty and the college instructor, between the college students and the principal, and between the principal and the college instructor.

> *"I love to see the teachers and college students laughing and talking in the halls."*

College course evaluations revealed that students preferred methods courses taught in schools. Since they welcomed the experience, their more casual attire for on-campus courses yielded easily to the professional appearance expected of the "future teacher."

One student commented: "I felt as if I were really a part of that school. In my other field experiences, I was always a visitor. When the course meets in a school, we are there for a longer time and we are involved in the total school."

The college instructor welcomed

Ms. Harris is an associate professor in the education department at Thomas More College, Crestview Hills, Kentucky. She wishes to acknowledge the contributions of Sister Victoria Eisenman, O.S.B., administrator of Villa Madonna Academy, and Sister Mary Evelynn Reinke, S.N.D., chairperson of the education department, Thomas More College, to this article.

Photo by Judy Harris

As the future teachers observe their classes, Villa Madonna Academy youngsters are learning firsthand that "teachers do not drop ready-made from heaven."

the opportunity to expose the juniors to a broader variety of student work and teaching styles, materials and methods. Occasionally, the college instructor would "borrow" a class to present a demonstration lesson. The methods that the instructor advocated were shown to be appropriate for real elementary students. This access also enabled the instructor to reevaluate the effectiveness of particular lessons.

Principals also acknowledged the increased credibility which the school program received by having a teacher training course based at their schools. Morale improved as faculty and staff realized the importance of their contributions to this educational effort.

Principals and teachers drew emotional satisfaction from their professional encounters with the future teachers. College students, in turn, delighted in sharing their new lessons and hand-made materials with experienced teachers. There were many instances of sharing each other's gifts from God.

One principal commented on the benefit to the elementary students. "It is good for the children to observe the training of future teachers. For the first time, children may be aware that teachers do not drop ready-made from heaven."

Another principal remarked: "I love seeing the teachers and the college students talking and laughing in the halls. Both seem to realize their interconnectedness and common bond. As new teachers, these students may feel they are part of a faculty more quickly. The experienced teachers may view the new teacher as a more viable contributor with new ideas and fresh optimism."

One mark of the true professional is commitment to the growth of new members. When hiring faculty, principals participating in this program may note: "Our school serves as a training site for future teachers. It is important that all classrooms be open for such participation. How do you feel about that?" Such inquiries may generate important information about the applicant.

The program described in this article is not unique. In recent years, other colleges and universities have incorporated the use of school-site methods courses in their education of teachers.

However, this approach may have special significance in the preparation of Catholic school teachers. The golden thread of Catholic values connects the total, formal education experience. Such continuity holds great promise for the student teacher, strengthening the development of her/his whole person through the many facets of professional life. The teacher education program becomes more than the mastery of requisite professional skills.

Credibility, relevance and a sense of continuity have characterized the Thomas More school-site program design. All persons involved have realized that something very special was occurring and that they were essential elements in a collaborative process. They closed the gap.❑

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Is in-service of service?

Teachers share their ideas about the in-service topics and structures they consider most beneficial.

John J. Reilly

In-service programs offered to teachers in Catholic schools have run the gamut from creative presentations on significant areas of concern to topics of questionable merit that will have no lasting impact on the school, its students or, more important, its teachers.

This article is based on input from our front-line educator, the classroom teacher. I asked teachers what they would like to see if they could structure an in-service program for their school, what they feel is important and beneficial. The number and diversity of ideas I received was somewhat mind-boggling and far beyond the scope of this article.

I was reminded once again that each school, because of its individuality, has charges unique to itself. Any in-service program, therefore, would have to zero in on the needs perceived by a particular faculty. What follows are topics often talked about by Catholic school teachers.

Discipline

High on any list of potential in-service programs is the handling of discipline in today's classroom. I agree with the way one teacher put it: Discipline is the glue that helps maintain the student body and faculty as a harmonious, functioning unit. Who can deny that the degree of success in this area will determine how effective a school will be in achieving its mission?

The issue of discipline is both complex and simple. Complex, because educators are dealing with a number of X factors. Human nature, coupled with the justice factor, can easily create a quagmire, some insist, because the implementation of the school's discipline policy is necessarily individual and subjective.

There are those who maintain, on the other hand, that discipline is a simple matter of handing out whatever the policy calls for without regard to extenuating circumstances. Those schools which have reached a satisfying compromise within these two poles are indeed fortunate, and I am sure their schools reflect this melding of parts.

Teachers would like to see an in-service program on discipline handled by someone from outside the school, with attendance by the entire staff required. The issue cannot possibly be treated summarily in a faculty meeting. Teachers also feel that time should be allocated for small group discussions on what the discipline policy for the school should be and how it plays out in practice.

Above all, teachers feel that the policy should be understood and executed uniformly by all. There must be a commitment by the total faculty, both teachers and administrators, to be involved in the implementation of the school's policy.

Social problems

As an adjunct to discipline, teachers need help in becoming more aware of the problems facing young people. What are the difficulties youth experience beyond their textbooks and computer software? How do these problems affect both their behavior and their academic achievement?

No one likes to deal with issues such as drug abuse, suicide or latchkey children, to name but a few. However, the teacher's interaction with students and her/his ability to educate them is tremendously influenced by these and other of society's ills.

Many people involved with community action, as well as trained professionals, are available free of charge as in-service speakers. Schools should make use of these local resources so that by understanding the disease, teachers can better treat those affected.

Some may say that although the

Mr. Reilly is the president of the National Association of Catholic School Teachers, Philadelphia, Pennsylvania.

above are all important issues, the teacher's vocation is to educate, to inculcate the knowledge and skills which students need to achieve and succeed. That brings us to the teacher's professional growth.

Professional development

Professional development is a term that will conjure up as many different ideas as individuals canvassed. I use it here not in relation to content area, but rather to denote those competencies which will help the teacher convey more effectively his/her subject matter.

A day or more designated as time for faculty members to be updated on the latest educational methods and to expand their educational horizons is necessary in any in-service planning.

It should also be noted that many professional development programs need not depend upon outside speakers with high-priced tabs. In our schools there are individual teachers who have created an exceptional program or learning situation. Let them share their expertise with their fellow teachers.

Although the local educational institution is the best judge of its needs, I believe that a program to assist new teachers must be given strong backing by the entire faculty. The first step in any such endeavor would be a well-planned orientation day. It is here that the new teacher begins to get his/her feel for the school, all it stands for and is trying to achieve. What is expected from that new teacher, not only academically but also how he/she should fit into the context of the school, begins to take shape with this day.

Such programs have been very successful when they provide a hands-on approach to working the beginner into the teaching profession both as a classroom teacher and as a collaborative and productive member of the faculty.

Of equal importance with the orienting of new teaching professionals is the sustaining and reenergizing of the tenured teaching force. The importance of keeping current, the physical and psychological strength needed in today's classroom, and the pressures of a teacher's life outside the school can lead to what has been labeled "burn-out." In-service programs held away from school are often very beneficial when attempting to address this vitally important issue of the growing strain on our experienced teachers.

Collaboration

No discussion of in-service programs is complete without the inclusion of days structured so that faculty can be involved in and contribute to the administrative decisions that affect their professional lives. The term "shared decision making" is enjoying some popularity at the moment. Such collaboration can be of benefit to both the teacher and the school. Knowing that their thoughts are of value and that they will be considered is encouraging to teachers and, who knows, the operation of the school could improve as well.

I am certain that there are many other areas of equal merit that have been used successfully for teacher in-service programs. Perhaps this article will engender some interesting letters to the editor with ideas that have worked and others which have not. For teachers, the importance of in-service is that there be planning, structure, a topic which has relevance for them, and a feedback mechanism.

Schools need to have in-service which is truly of service.❑

Cultural balancing act

Black, Hispanic, Filipino, North American, Other.... How does the teacher deal with different cultures in the same classroom? This is the topic I would like to see addressed at an in-service.

Pat a student on the back? Some students will smile in appreciation; others, from a different cultural group, respond, "Get your hands off me." What is appropriate for one culture may be offensive to another.

Celebrate Black History Month and the Hispanics want to know what's being done for Cinco de Mayo. On Chinese New Year, the Chinese students talk about their red envelopes and the money they received. How does the teacher celebrate with them and not neglect the others to whom the day means nothing?

It is one thing to plan an exhibit or teach a specific literature. It is another thing to understand customs. Why do Koreans bow at the Kiss of Peace, while others hug or shake hands? What does the teacher do when he/she gives the Kiss of Peace to Korean students?

How are role models provided for the non-white children? Teachers from minority cultures apparently do not apply or are not hired in many of our schools. Ethnic students, too, have values and customs of their own, but there is little support for them in the multiracial school.

The answers to these questions seem, at least for now, to lie in educating the present teachers in the ways of their non-white students. This is the type of workshop I would like to attend.❑

Sister M. Thomas Magee, P.B.V.M.
Teacher
Presentation High School
San Francisco, California

Cutting the coat to fit

This spiritual development program is tailored to religion teachers' expressed need for formation, not information.

Michael L. Steele

The Master was asked, "What is Spirituality?"

He said, "Spirituality is that which succeeds in bringing a person to Inner Transformation."

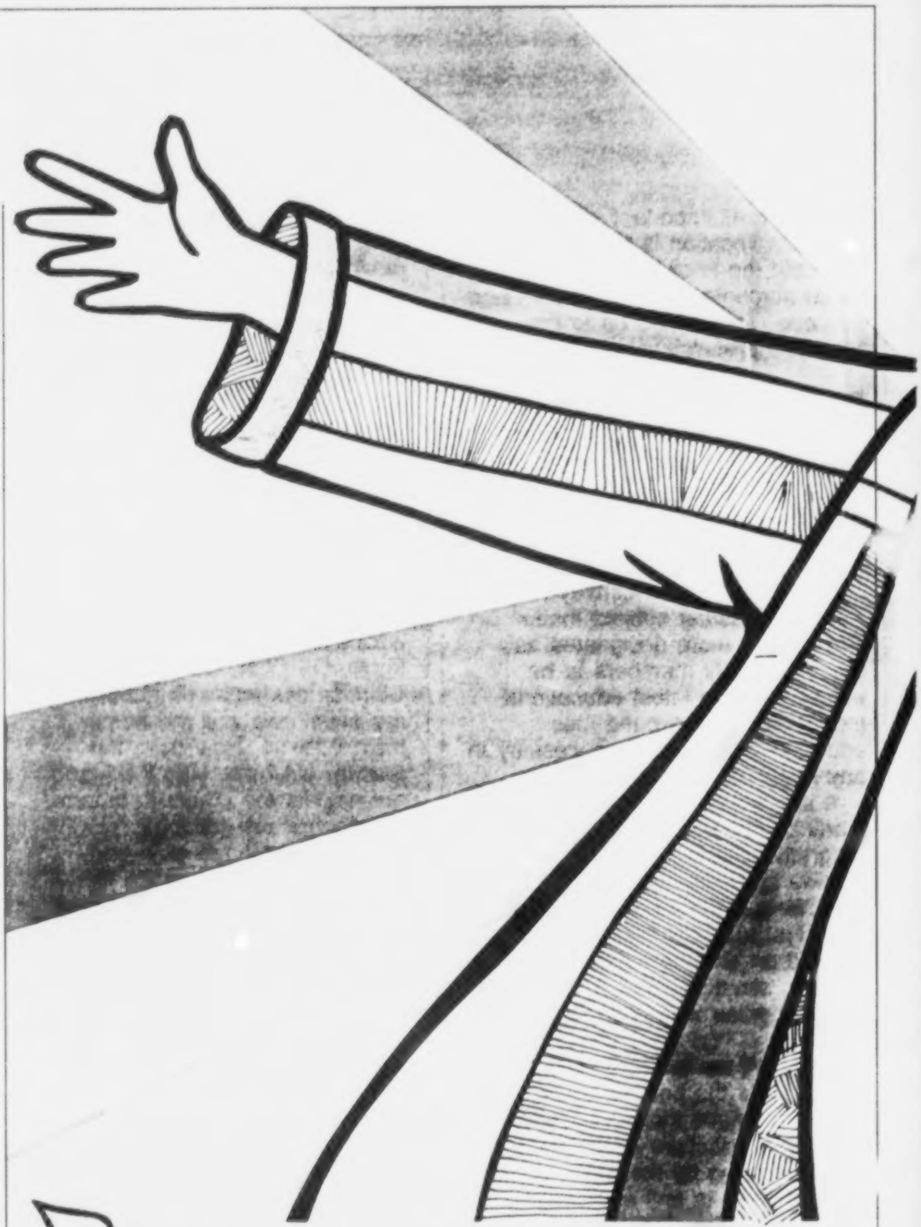
But, if I apply the traditional methods handed down by the Master, is that not Spirituality?

It is not Spirituality if it does not perform its function for you. A blanket is no longer a blanket if it does not keep you warm.

So, Spirituality does change?

People change and needs change. So what was Spirituality once is Spirituality no more. What generally goes under the name of Spirituality is merely the record of past methods!

Cut the coat to fit the person. Don't cut the person to fit the coat.[1]



I begin with Anthony deMello's words, which I first heard as a graduate student at the University of San Francisco in the Summer West Theology Program.

As I sat in class that summer, I reflected on the religion teachers, campus ministers and principals with whom I had spoken during my first year as director of religious education for Catholic schools in the Archdiocese of Boston.

The focus of my reflection was: Why is it that we lose so many religion teachers each year? What can we do to keep them by assisting them in their spiritual journey?

Father deMello's class invited me to live creatively and it assisted me in enabling religion teachers and campus ministers to look at a new approach to spiritual development.

We understand that catechists are called to teach the message of

Father Steele is the director of religious education programs for over 200 Catholic schools in the Archdiocese of Boston.

Christ. How effectively can they do this when they are exhausted, frustrated and alone in their spiritual journey?

I knew this was the condition of many archdiocesan religion teachers because I had interviewed them all previous to their signing a contract with a parish or school. I knew this also from my yearly visitations to each religion department and through the two, annual, professional days for religion chairpersons, chaplains and campus ministers. The cry I heard during these experiences was for more formation, not information.

I came to realize too the need to invite new candidates to reflect on their past experiences and to integrate them into their new role. I began to ask new religion teachers and campus ministers: "During your four years in college or two years in graduate school, did you ever make a retreat or a day of reflection?" Many, particularly those coming from the Jesuit Volunteer Corps (JVC), would speak of that experience and identify the renewal days as times which effected an awareness of God in their lives.

Principals and religion chairpersons, on the other hand, frequently said: "It's not that we don't believe in the spiritual formation of teachers and faculty. The real roadblock for us is that we don't know how or where to begin."

I suggested, therefore, that although our evening religious education certification program had been helpful to religion teachers, it was time to offer a new program. I proposed a 40-hour spiritual development program at the beginning of the school year for new religion teachers and campus ministers.

I learned very quickly that the realization of my ideas and dreams depended upon collaboration with the primary mover of the school, the spiritual and academic leader—the principal.

At our regional spring cluster meetings I encouraged principals to share their insights on the proposed spiritual development program. I asked each school to assume the $50 fee to cover the cost of presenters and meals.

In preparation for the meeting I had surveyed all archdiocesan private schools to determine if similar programs already existed. There were no programs. Although the time involved was a concern for most principals, they indicated that if participants understood the program and commitment, they would support the spiritual development program.

In his book *The Effectiveness of Catholic Schools*, Marcellin Flynn indicates that the most effective means of developing religious values and value-oriented education is the climate of the school. He writes:

> The climate has religious as well as social and educational components, and is generated by an intensely relational environment in which persons are valued and ultimate religious questions....are confronted. In such environments, the Catholic

> school openly and explicitly locates the Gospel message of Jesus and the way of life he proclaims as the heart of the school life.[2]

The aim of our new program was to form religion teachers who could create this "relational environment" with and for the students and staff.

Although they "majored in God," religion teachers don't have all the answers.

The teachers themselves felt this need, as indicated in a comment from one of our new religion teachers: "So often I avoid the teachers' lounge during my free period. Other teachers feel I should know and understand everything young people are dealing with and always have an answer. Often I don't. My students too feel that since I majored in God, I should always have a solution to their quest."

For this teacher, the spiritual development program provided space, quiet reflection and colleagues who could identify with his situation.

Since the spiritual development program was established in 1985, it has been conducted at Pope John XXIII National Seminary for Delayed Vocations in the picturesque suburb of Weston, Massachusetts. Transportation is arranged for the participants.

The program has two tracks. Phase I is for new religion teachers with a B.A. in religious studies or the equivalent. Phase II is developed for teachers and campus ministers with an M.A. in religious education or pastoral ministry.

The interview at the Catholic school office determines the phase at which the teacher will enter the program. Criteria include education and experience, as well as letters of recommendation. In several instances, the interview and the spiritual development program have enabled candidates to recognize that they are not called to this particular ministry and they focus on a new journey.

The Phase I and II groups come together in September so that the new teachers can meet their colleagues. The topic for this session is What Makes a Catholic School, and the focus is on church documents and research. Particular emphasis is given to the document on Evangelization by Pope Paul VI, in which he states: "People listen more to witnesses than to teachers and when they do listen to teachers it is only when they are witnesses."[3]

A community spirit is created in which each teacher can share the "Emmaus" story of his/her call to the educational ministry in this archdiocese. Many highlight the people, particularly teachers, who assisted them to respond to this call.

Sessions are scheduled from 3:00 to 8:00 p.m., interrupted by a Eucharistic liturgy at 5:00 and dinner. The circular dining tables provide a climate for ongoing reflection and conversation. An evaluation sheet is distributed after each session to facilitate future planning.

Topics addressed in the program include methods for teaching the message, integrating the religious education resource guidelines into the curriculum, prayer and meditation, liturgy and worship, the peace and economic pastorals, the ethical response to AIDS, and models for campus ministry and bioethics.

Annual retreat experiences are also provided. National speakers have included Father Eugene LaVerdiere, Father James Heft and Dr. Elinor Ford. This fall we hosted Benedict Ashley, O.P., from the Pope John Paul II Institute for Studies on Marriage and Family, who explored Christian sexual morality.

Abbot Thomas Keating, O.C.S.O., spiritual director and author of many books on centering prayer, believes our schools should emphasize the benefits and power of contemplative prayer. Unless the church rediscovers her spirituality in the next century, he says, we will lose our Catholic identity.[4]

Some of the comments from spiritual development program participants echo this concern. Cathy Trawinski, completing Phase I, said: "At first I came because I had to, but I began to see the program not as an intrusion but as something I needed, as a time to be refreshed."

Janet Buco, an experienced teacher who is completing the two-year program, reflected on the necessity of spiritual development. "During my first year of teaching, I felt attacked by the onslaught of disbelief expressed by many high schoolers. I wasn't ready for that. I had to, and still do, keep falling back on a strong personal faith."

The program was viewed by Arlene Jascewsky, an experienced elementary teacher, as "helpful and enriching," especially the presentations on fundamentalism, homosexuality and teaching methods.

The presenter of the session on methods and classroom management, Ann Lemieux, religion chairperson at Matignon High School in Cambridge, said that her purpose was twofold: to help teachers to love the church and to challenge their students and one another.

During the past year, several area Catholic colleges solicited my suggestions as to how they could better prepare students for religious education. Many teachers in the spiritual development program attend summer religious education institutes, so I asked that they reflect on their experiences in college, and now as secondary school religion teachers, and comment on the preparation they received. The majority affirmed their experiences at the college level in the light of Abbot Thomas Keating's reflections.

"College courses should focus less on cut-and-dried doctrine and more on faith development and one's relationship with God," Gerald Wilson said. "Professors should not only be academically qualified but also able to share their own journey."

Cynthia Gadziala felt it would be helpful for instructors teaching future teachers to keep in mind the age level of the students they will be teaching. As a first-year teacher in an all-girls high school, she found that techniques she learned in college often do not work with teenagers.

Richard Meland, who will complete his M.A. in religious education this year, agreed with these suggestions, and added: "I think college professors of theology should be strong on teaching a traditional faith in terms of doctrine."

As I reflect on the six years of the spiritual development program, I believe that awareness is our greatest accomplishment. Teachers and campus ministers in the program are becoming aware, through prayer and reflection, that God is present to them because they have been present to God.

They are returning to the original meaning of the word theology—"union with God in prayer." Theology today has become one academic discipline among many others. But it is vital for the future of Christian leadership that we reclaim the mystical aspect of theology. Every word spoken, every advice given, every strategy developed must come from a heart that knows God intimately.

The central question for Henri Nouwen is: "Are the leaders of the future truly men and women of God, people with an ardent desire to dwell in God's presence, to listen to God's voice, to look at God's beauty, to trust God's incarnate Word and to taste fully God's infinite goodness?"[5]

I believe that our archdiocesan spiritual development program is nurturing this spiritual development in our teachers. By enabling them to listen and draw closer to Christ, to learn to trust, to renew their faith, we are "cutting the coat to fit the person."

Notes

1. Anthony deMello, *The Song of the Bird*, New York, Image Books, 1984, p. 12.

2. Marcellin Flynn, *The Effectiveness of Catholic Schools*, Sydney, Australia, St. Paul Publications, 1985, pp. 188-192.

3. Pope Paul VI, *On Evangelization in the Modern World*, Washington, DC, U.S. Catholic Conference, 1976, #44.

4. Abbot Thomas Keating, "What Makes a Catholic School," University of Dayton Symposium, June 17-20, 1988.

5. Henri J.M. Nouwen, *In the Name of Jesus*, New York, Crossroad, 1989, pp. 29-30.❑

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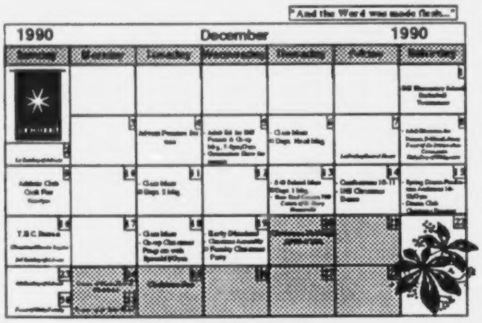
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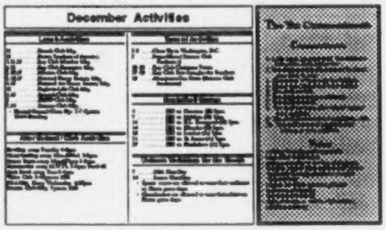

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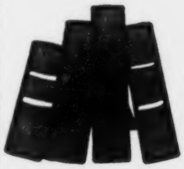
A guide for the voyage

Like the Greek prototype, the mentor guides the neophyte teacher to professional development.

Mildred Haipt



A first-year teacher writes: "I drive to school every day with a big smile on my face because I love my job, and my students, and I know I'm good."

A mentoring program is making the difference between a year of struggle and a year of success for this young woman. This smooth transition from college to teaching also will be a factor in determining whether or not she remains in the profession.

Retention of competent, new teachers—a major concern in education today—is commonly viewed as a complement to teacher recruitment. According to Schlechty and Vance, about 30% of beginning teachers leave the profession during their first two years, another 10% to 20% during the next five.[1]

Like her Greek prototype, the mentor guides a beginning teacher on the journey to professional maturity.

Thus, approximately 50% of beginning teachers leave the profession within seven years. This figure is in stark contrast to the overall teacher turnover rate of 6%. Furthermore, studies indicate that those who leave the classroom are among the most academically talented teachers.[2]

To address the problem, teacher induction programs have been planned, piloted or established in at least 31 states throughout the country.[3] Some focus on the assessment of beginning teachers with a view to eliminating incompetence; others provide help and opportunities for professional development; other programs incorporate both goals.

Mentoring for development

Mentoring is one important component in an induction process which offers assistance to new teachers. The word itself comes from Greek mythology. Mentor, a wise and loyal friend of Odysseus, guided his son Telemachus on his voyage to maturity.

Mentors assigned to beginning teachers serve as support persons, giving emotional sustenance as well

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NCEA photo by Mary Beth Brewer

as suggestions about effective instruction and classroom management. Their help, because it is systematic and ongoing, differs from the *ad hoc* assistance of thoughtful colleagues. Mentors meet with their mentees regularly to raise questions, talk about problems, provide information, and develop skills.

One beginning teacher noted these helps from her mentor: "I've learned how to handle myself, to become a professional. My mentor set me along that path. She taught me the chain of command and the channels of communication in the school; how to do attendance cards; how to give tests and make out report cards."

Having a mentor reduces the frustration of beginning teachers struggling for survival. One mentee observed: "It was nice to have someone to go to—a stress releaser—without feeling that I was bothering her. It was her job. Mentors were my 'answers' during the first year of teaching."

Regular interaction with an experienced and successful teacher tempers the shock of classroom reality and mitigates the discouragement of idealistic new teachers. It also establishes the practice of mutual exchange and sharing on a professional level.

Whether in the person of a colleague, building principal, staff development person or team, mentors assist with the process of enculturation. They teach by word and example the roles, expectations and mores that define the unique character of a school community. Through mentors, struggling neophytes learn the system and acquire a sense of belonging.

Lacking a formal mentoring program, first-year teachers may adopt a "trial and error" approach to teaching. This can easily lead to the development of poor habits and the abandonment of potentially productive classroom practices.

For example, strategies for cooperative learning are often a part of teachers' preparation. When difficulties arise in using these approaches with a particular class, new teachers are likely to opt for more traditional, lecture-type methods. A mentor can provide the coaching necessary for the mentee to teach the more effective learning skills to the students.

In another instance, new teachers, in their desire to be liked, often try to establish peer relationships with students. These teachers soon discover that this kind of a relationship is fraught with problems. How do they reverse roles to become friendly and concerned *adults* vis-a-vis the students? Again, mentors can assist beginning teachers to modify their behaviors and establish their proper authority without recourse to the extremes of authoritarianism or a laisse-faire attitude.

Sandra J. Odell, the director of the Elementary Graduate Intern and Teacher Induction Program at the University of New Mexico, has researched the needs of beginning teachers. She found, in related studies, that those who received no assistance as first-year teachers ranked their felt needs as: student discipline, motivation, individual differences, assessment of students' work, parent-teacher relations, classroom organization, and securing materials and supplies.

Odell's own work with beginning teachers who *did* receive systematic assistance yielded a different rank ordering of needs: "ideas about instruction, personal and emotional support, advice on resources and materials for teaching, information on school district policies and procedures, and ideas for additional techniques on classroom management."[4]

Mentoring is not a one-way street; both parties benefit.

Thus, while the unassisted group needed help primarily in the discipline and management of students, the assisted group sought help mainly with instruction. These findings led Odell to hypothesize that structured support during the initial year of teaching enables teachers "to focus more on instructional than on disciplinary issues."

Mentor qualities and benefits

In the Mentor Teacher-Internship (MT-I) program begun in New York state in 1986, several criteria for choosing mentors were used.

Mentor teachers were selected on the basis of "permanent certification in the same teaching area as the new teacher to be served, demonstrated mastery of pedagogical and subject matter skills, evidence of superior teaching abilities and interpersonal relationship qualities, and a willingness to be a mentor in a local project."[5]

Local selection committees also looked at factors such as mentor/mentee building locations and compatibility of schedules, prospective mentors' demonstrated qualities of leadership and professionalism, ability to suspend judgment, experience with informal mentoring, and their "match" with the new teachers.

This match or rapport between mentor and mentee is critical for ease of communication and exchange of sensitive information. Sandra Odell emphasizes the need to establish a trusting, professional relationship as soon as possible. Perhaps, initially, the mentor and mentee can meet informally outside of school hours.[6]

Since mentors are concerned with developing the mentees' knowledge and teaching skills, most practitioners recommend that mentors make only formative evaluations. That is, mentors would not be asked to judge whether the beginning teacher be rehired or fired.

Mentoring is not a one-way street. Mentors also benefit from the relationship. How? They must examine their own teaching performance, lest they preach what they do not practice. As students of teaching and learning once again, they need to be able to articulate their vision of what constitutes effective teaching and to model specific behaviors that lead to student achievement.

"For me," commented one mentor teacher, "mentoring is a step out of the classroom. It gives me a chance to see other classes, other types of students, to work with other teachers. Sometimes, when the mentee needs help, I do research with her and we learn together. Mentoring also is an opportunity for me to share what is successful for me. When an idea is helpful, it makes me feel good."

A recent study reveals that these are benefits perceived by many mentors.[7] Moreover, the value that the beginning teachers place on the help they received made the mentors feel rewarded as contributing members of the teaching profession.

Beyond mentoring

Although mentoring programs provide a value-added experience for teachers during the induction period, they do not claim to solve the retention problem. Other factors strongly influence continuation in the teaching profession.

Schlechty and Vance discuss four features of schools likely to discourage academically proficient teachers. Two are clearly related to the mentoring process:

- the tendency of schools to militate against shared decision making and problem-centered, analytical discussion among adults
- the tendency for the informal culture of schools, which reflects an ethos of nurturance and growth, to be dominated by a management structure that is punishment-centered and bureaucratic[8]

Through dialogue between mentors and mentees, many problems encountered by beginning teachers are analyzed and discussed in a spirit of collegiality. Both work to identify and plan more effective ways of presenting subject matter and of engaging students in their own learning. The experience and expertise of master teachers are blended with the energy, idealism and enthusiasm of the beginner. Together, they practice a mode of professional discourse.

Furthermore, mentoring endorses a developmental concept of teacher education. Rather than leave the

FROM THE FIELD

Publisher provides in-service boon

Catholic school teachers in the Archdiocese of St. Louis have a new friend in the publishing business. Macmillan/McGraw-Hill School Division has established a Teacher Resource Center in the city of St. Louis, the result of an agreement with the St. Louis public schools to provide ongoing in-service following their adoption of the McGraw-Hill English program.

The company then chose to open the center doors to *all* teachers in the area, whether in public, private or Catholic schools.

The center is located at Harris Stowe State College in the heart of St. Louis, with easy access to major streets and highways.

Specifically, the Teacher Resource Center provides as many as four major conferences annually, featuring professional speakers; in-service; one-on-one consultation; a resource room in which teachers can investigate current materials; and assistance to students and teachers at the site college.

The center provides numerous, two-hour, afternoon, early evening and Saturday morning seminars on topics such as evaluating students' writing, using big books in the classroom, and cooperative learning in language arts. Many are of the make-and-take variety, a favorite with teachers eager to provide immediate rewards for their students.

"We want to give teachers good, solid, classroom advice," says center director Richard B. Buchanan. "We assist teachers in any way we can." Information and guidance are offered on lesson structure, time management, instructional methods, resource availability and other teacher needs.

Another plus for teacher visitors is the availability of curricular and management software and audiotapes for preview, as well as computers, VCRs, tape-recorders, and other audio-visuals.

Collette Walsh, assistant principal and teacher at St. Gabriel School in St. Louis, believes that "the high quality video programs available from the center are excellent professional development materials for faculty." St. Gabriel's plans to borrow videos from the center for faculty meetings and other in-service opportunities. Teachers, too, may borrow videos or view them at the center.

Teachers from St. Jerome School in North St. Louis County were delighted to learn that the center's facilities had been extended to all schools. One teacher explained that he need only "pick up a phone and dial for information, suggestions and resources. What a boon for all of us." His colleagues concurred, noting that this was a much needed service to the St. Louis area teaching community.

Students and teachers from the education department at Harris Stowe State College also benefit from the center. They are encouraged to browse and to ask advice of the center staff on projects for specific education classes. The professors have taken students to the center when studying the layout of textbooks, scope and sequence, and instructional methods.

The Catholic schools in the St. Louis area are fortunate to be a part of this new commitment by one publishing company, and the model has worked well in this highly populated area. Macmillan/McGraw-Hill has developed other efforts in Cleveland, Detroit, Indianapolis and Fargo to service their customers.

"Not all programs are built on the St. Louis model because needs are different in different areas," stressed Matthew J. Thibeau, director of national Catholic marketing for Macmillan/McGraw-Hill.

The company's goal is to provide local districts with the support services and in-service opportunities needed in order to successfully use their products. Hopefully, this effort will expand to other areas of the country and be enhanced by the entrance of other publishing companies into similar services.❑

Sister Marla Ann Yeck, R.S.M.
Director of Curriculum and Instruction
Archdiocese of St. Louis, Missouri

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inexperienced to the mercy of chance, it provides a built-in system of nurturance and growth that supports teachers through the stages of career development to professional maturity. It continues without interruption the developmental processes begun in the college classroom, early field experiences and student teaching.

The effective mentoring program conveys the message that learning to teach well is a life-long process, one that is accomplished with the help of other teaching professionals.

Notes

1. P. Schlechty and V. Vance, "Recruitment, Selection and Retention: The Shape of the Teaching Force," *Elementary School Journal,* vol. 83, 1983, pp. 469-487.
2. P. Schlechty and V. Vance, "Do Academically Able Teachers Leave Education? The North Carolina Case," *Phi Delta Kappan,* vol. 63, 1981, pp. 106-112.
3. L. Huling-Austin, "Beginning Teaching Assistance Programs: An Overview," *Assisting the Beginning Teacher,* L. Huling-Austin et al., eds., Reston, VA, Association of Teacher Educators, 1989, p. 6.
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5. G.M. Mager, "New Teacher Induction Through Mentoring," *IMPACT on Instructional Improvement,* vol. 22, 1989, p. 16.
6. S. Odell, op. cit., pp. 30-31.
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8. Schlechty and Vance, 1983, op. cit., p. 478.❑

The teacher as critical thinker

Teachers need new perceptions and techniques. Only principals can create the conditions for their acquisition.

Jean M. Barton

Today's children will inherit a rapidly changing world. To educate children for that world, learning must be redefined and the goal of education reconceptualized as "aptitude development." This means that schools must focus on developing the innate human capacity to think, learn, reason and problem solve.

To achieve this goal, teachers' perceptions of learning, achievement and intelligence must be restructured. In addition, a school climate must be created to foster such aptitude development.

Principals will play a critical role in creating this climate and empowering teachers to help their students to learn to think, while thinking to learn.

Recent research in the areas of learning, motivation and intelligence suggests that the three are intricately interwoven. How parents and teachers interact with children, for example, influences their perceptions about their ability which, in turn, affects their motivation for learning.

Furthermore, contrary to common belief, intelligence is neither static nor unitary.[1] Intelligence changes over time; it increases or decreases depending upon the experiences a person has, her/his attitude toward these experiences, and the effort expended.

Rather than being a single entity that an individual has in greater or lesser amounts, intelligence consists of several different kinds of abilities. Perkins suggests that intelligence has three components: **power** (genetic-based "innate ability), **content** (acquired knowledge in a subject), and **tactics** (strategies for learning and problem solving).

Creativity also has three components: **potency** (genetic ability), **patterns** (ability to perceive abstract levels of similarity despite apparent superficial differences), and **disposition** (an intense desire to "find out," to seek answers, even despite great personal sacrifices).[2]

Gardner, in a parallel thrust, proposes the existence of a number of relatively separate "kinds of intelligences," with individuals differing in the specific profile of intelligences they exhibit. He argues that both traditional intelligence tests and traditional instructional practices stress only two forms of intelligences—linguistic and logical-

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Dr. Barton is the coordinator of field placements in the department of education at The Catholic University of America, and a school psychologist with three Catholic schools in the Archdiocese of Washington, D.C.

mathematical—thus grossly underestimating and underdeveloping the range of human capacities.[2]

This research has several important educational implications. Although it recognizes a genetic-based aspect of learning, thinking, creativity and problem solving, it also suggests that, in part, these abilities are learned and/or developed through various experiences. Perkins' components seem particularly dependent upon the kinds of interactions an individual has with a supportive or nonsupportive environment.

Motivation also is seen as an integral part of learning, intelligence and creativity. Thus, developing an attitude of individual responsibility for and control over ability is essential for developing aptitude.

Finally, Gardner's concept of a broad range of abilities within each individual suggests that teachers must provide environments where each child can learn to capitalize on strengths while compensating for weaknesses. Teachers must find ways to adapt curriculum and instruction to the children to be served and help them learn strategies for adapting to various learning environments.

Achievement, then, depends upon finding the ultimate fit of persons and instructional experiences. Neither teachers nor students are ever regarded as failures. Rather, if children are not succeeding, both must cooperatively reflect upon possible causes of the difficulty from the perspectives of the student, the teacher, context and content. They can then generate alternative strategies to find a better instructional match.

Taken together, this research sees children as active constructors of their own minds. Educators have the exciting challenge and the awesome responsibility of helping them.

The kind of climate that fosters such aptitude development is totally compatible with a Catholic philosophy of education.

Schools permeated with such a climate or philosophy recognize the uniqueness of each child and endeavor to adapt instruction so that each can develop his/her individual gifts. They try to help children to work cooperatively, to recognize and appreciate their own and others' special abilities as equally important contributions to the whole group. They expect children to assume responsibility for their own learning and behavior, and to succeed.

In these schools, hard work and persistence are lauded and modeled; habits of practice and commitment are developed. The goal is to help children to see themselves and others as lovable, capable and responsible for their own success. Thus, many of the key pieces for an aptitude development environment are already in place in many Catholic schools.

Nevertheless, many teachers will need help in restructuring their planning, instructional methods and interactions with students. If students are to learn to think, teachers must spend less time telling and expecting bits of information to be retrieved on tests. They must more actively involve students in learning with understanding, in "seeing the big picture," in finding the important patterns and relationships in a discipline.

By using questioning, discussion, Socratic dialogue and real-world, problem-solving experiences that challenge students' prior

The research in-service

Society's demands to expand the school curriculum in view of the explosion of knowledge gives educators pause.

In educating youth for the 21st century, are we fully utilizing the educational research and theory now available?

For example, research indicates that the human brain, which is action-oriented, functions best with lots of input; builds its own patterns through experiences and conclusions; functions more randomly than sequentially; and functions best in the absence of threat.

Educators could use more knowledge of how the brain works and how learning occurs in order to improve the students' learning outcomes.

I would appreciate an education in-service to assist me in developing learning outcomes based on how learning occurs in the brain. The in-service would include discussion on questions such as:

- **What should the students learn? (What should they be able to do that they presently aren't able to do?)**
- **What patterns of response are significant for students in building the identified outcomes?**
- **Using the knowledge of how learning occurs and which learning outcomes are important, which activities, strategies, experiences and assessments are most likely to produce observable learning in our students?**

This type of in-service would lead to teaching/learning which is more adaptive and attuned to individual needs, more focused, and more successful for our students.❑

Lorene Gnaedinger
Special Education Teacher
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(mis)conceptions, teachers stimulate thinking and learning with understanding.

Teachers must also model their own thinking strategies and ask students to provide alternative models. Opportunities must be provided for students to learn to listen to and ask questions of one another, to build on others' ideas, to probe issues, to find problems, to reflect on assumptions, to challenge logic, to evaluate their own and others' thinking. They must learn to give reasons for their positions and to cite evidence and facts to support their opinions.

These kinds of activities can only succeed in a psychologically safe environment which emphasizes task engagement, not perfect performance.[4] Multiple perspectives on a problem or issue must be encouraged. Errors must be viewed as a natural part of the learning process which, if carefully and objectively examined, provide important pieces of information on how to improve performance. Success must be defined as learning something new, doing a little better than before, attempting a challenge—not outperforming others.

Principals must look for and develop the special gifts of each teacher.

Teacher and peer feedback should be in the form of specific information about how to improve, not global evaluative comments. Students must feel comfortable and confident enough to take the risks and to tolerate the frustration that creative problem solving and critical thinking entail. They can then become aware of their own thinking, reflect upon it, evaluate it, invest effort in it and, ultimately, control it.

Students are not taught to think; it's their natural endowment. However, teachers can improve thinking by changing attitudes and by providing a systematic, organized approach and practice within a supportive environment where the dignity and uniqueness of each is appreciated.

What does this have to do with teacher education? For education as aptitude development to occur, teachers who are actively engaged in leadership, critical thinking and creative problem solving are essential.

Teachers cannot model what they have no experience doing. Teachers cannot be expected to provide for their students what they do not experience themselves.

Principals, then, must see their job as developing their teachers' inherent abilities to think critically, to solve problems creatively, and to decide effectively.

This means a commitment to the continuing, professional development of faculty and an extension of leadership roles to teachers. Just as teachers must try to develop students' special gifts, so principals must look for and develop the special gifts of each of their teachers. Teachers should be helped to appreciate their own and each others' contributions as a team working towards a common goal.

Principals must also develop collegiality with and among the faculty. Group problem solving should be encouraged. Decision making and supervisory functions can be shared. Experienced teachers who think reflectively and analyze problems critically should act as mentors for novice teachers.

The "brightest and best" may be recruited and trained to be reflective teachers, but unless the leadership structure of the school includes teachers, the "thinkers" will leave the classroom. Opportunities to bring their expertise and judgment to bear must be created and initiative must be rewarded if leaders and innovative thinkers are to remain in education. Teachers who are satisfied to "prosper" in the system by obeying top-down communications unquestioningly cannot teach students to think critically or solve problems creatively.

Thus, principals play a key role in empowering teachers to meet the challenge of developing children's minds.

Is a goal of reorienting teachers to view education as aptitude development realistic for Catholic schools? If Catholic educators believe that each child is a "unique and unrepeatable gift of God," if they believe education is the process of developing each individual's talents, and if the unique ability of human beings is to think and reason, it must be the goal.

Catholic schools committed to "teach as Jesus did" already have in place a philosophy supportive of aptitude development. Recent research provides the specific techniques with which teachers can move from theory to practice.

It remains for the principal to actualize his/her critical role in enabling teachers to educate children as the inheritors of a changing world.

Notes

1. R. Sternberg, *Beyond I.Q.: A Triarchic Theory of Intelligence*, New York, Cambridge University Press, 1986.
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3. H. Gardner and Hatch, "Multiple Intelligences Go to School," *Educational Researcher*, vol. 18, no. 8, 1989, pp. 4-10.
4. R. Ames and C. Ames, *Motivation in Education*, New York, Academic Press, 1989.❑

FROM THE FIELD

Defeated

I would like to share an encounter I had with a student several years ago while substituting in an inner-city Catholic school.

I still remember my greeting to the seventh-grade class that particular Tuesday: "Well, here I am—your natural enemy, the teacher." They all laughed and I was sure it would be a rewarding day.

During English class, I asked the students to write paragraphs on how they felt they had grown spiritually and emotionally since the sixth grade.

One girl, who had just started at our school in September, made no attempt to write anything. Her excuse was that she had not been here in the sixth grade. My reply was that she should have grown, regardless of the school she attended. After giving her every opportunity to explain, and finding none of her reasons adequate, I told her to put her name on the paper and hand it in.

With all the anger a 13-year-old could hold, she threw the paper across my desk and whispered, "Prejudiced!" I closed my eyes, reminding myself to be calm. Don't let her know how she has upset you. Speak low, or better yet, don't speak at all!

"Rena." She looked up from her desk, but didn't answer. Again I paged her, "Rena, I would like to speak to you, please."

Her reply: "I'll be late for my next class."

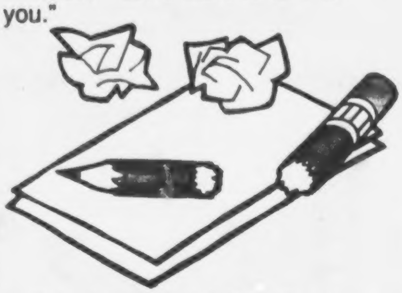
"That's all right. I'll speak to Sister; she will excuse you." Still no reply. I never remember feeling so defeated as when Rena rose and left the room.

When Rena came to class the next day, she didn't look up. I knew it was going to be difficult to start a conversation. Rena wasn't going to allow me in her life; she didn't want to share her problems.

She took no part in class discussion, she never smiled or showed any signs of being impressed by anyone or anything. It wasn't until the end of class that I approached her, asking her to please see me after school. She looked up and yelled, "Why? I didn't do anything. Why should I stay? You have no right to keep me after school."

"I just want to talk to you."

"Well, I don't want to talk to you."



"I feel we must talk. Please stay."

"No!"

I could no longer request. I had to demand she stay—or lose the respect of the other students. "Rena," I said, "Stay. That is it. We will discuss it further after school."

When 2:30 came, I stepped into the hall to help keep order. Rena moved right by me in her class line. She had no intention of coming to see me. If Sister John, our principal, had not come around the corner, Rena would have ignored my order. She looked up at me, then glanced at Sister John. With a forced smile to Sister John, Rena passed in front of me to the classroom.

So there we were, face to face. I groped for words. I felt stupid. I wanted to apologize, but had nothing to apologize for. Rena enjoyed my discomfort. Finally, she snapped, "Well, what do you want?"

Suddenly, I was babbling! I went on and on without a pause. "I would like to be your friend. As your teacher, I realize the most important lesson I can give you is a better understanding of the people around you. Why are you so bitter? Why don't you like me? How can I help you get along with others if you won't let me?"

"I don't need any help, I get along fine."

"But you seem so unhappy."

"That's the way it is."

"You know, there are many beautiful and wonderful things in the world. Look for them. Don't close your eyes to the better things in life."

"Your world is beautiful, sure! You're a teacher."

"You can be a teacher."

"Ha!"

"Oh, come on, you and I both know there are plenty of black teachers. Why not you?"

"You have to know the right people. I don't."

"You can't believe that."

"Oh, no? Is that all you wanted to say to me?"

"No! But you're not ready to listen."

"I'll never be ready!"

I believed that. Did I ever believe it! But why? I had always felt so sure of myself with the students. I loved kids! I always managed to get through to them, to understand them. Now I had no answer.

Rena started to leave. I had to say it. "You called me prejudiced. Think! Did I treat you differently than any other student? No, but you looked at me, saw my white skin and automatically rejected me. What does prejudice mean? Which one of us should wear that label?"

There I sat—a teacher—but I had solved nothing. Lacking the right skills and strategies, I had lost a chance to help my student.

Both Rena and I needed professional guidance. I wondered then, and do still: Are sensitivity workshops for teachers in a changing community the answer?❑

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Our Lady of Fatima
Baltimore, Maryland

Setting new standards

A proposed, voluntary teacher certification system aims at improving teacher preparation, evaluation and status.

Christopher B. Reimann

An ambitious attempt to strengthen the teaching profession is now underway that could have important consequences for Catholic schools and school teachers. National Board Certification is a system of advanced, voluntary certification of accomplished practice now being developed by the National Board for Professional Teaching Standards (NBPTS), headquartered in Detroit.

One consequence of this new certification process will be the acknowledgement of the daily achievements of accomplished private school teachers, giving them the same recognition their public school colleagues receive.

National Board Certification will also provide younger or less experienced private school teachers with a reliable, practical blueprint for professional development. It could even give private and Catholic schools a new and powerful marketing tool in these times of stagnating student enrollment.

According to James A. Kelly, president of the organization, National Board Certification will offer teachers everywhere a means of measuring their performance against education's first peer-established standards. More important, Kelly believes, such a certification system will have profound, systemic and cumulative effects on how schools are organized for instruction, how candidates are

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Mr. Reimann taught English in public and private high schools for nine years; he is now a free-lance writer living in Arlington, Virginia.

Alternative teacher certification

The other extreme of advanced certification is minimal alternative teacher certification, a growing practice in areas experiencing teacher shortages. The Association of Teacher Educators has drafted a set of 23 recommendations governing the use of emergency-certified and out-of-license college graduates, i.e., personnel without professional teacher training.

The 14-page publication, *Alternatives, Yes: Lower Standards, No! Minimum Standards for Alternative Teacher Certification Programs*, is available at $2.50/copy from: Association of Teacher Educators, 1900 Association Drive, Suite ATE, Reston, VA 22091 (703) 620-3110.

prepared for careers in education, how teachers are evaluated, and how they are valued by our society. All this, contends Kelly, adds up to improved student learning.

Of the many studies and reports on America's education crisis to come out of the 1980s, two stand out as landmarks. The first was *A Nation at Risk*, the 1983 report prepared by the President's National Commission on Excellence in Education. It detailed the magnitude of the problems facing America's schools, stating its conclusions with bone-chilling clarity: "If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war."[1]

Three years later, the Task Force on Teaching as a Profession of the Carnegie Forum on Education and the Economy published its report, *A Nation Prepared: Teachers for the 21st Century*. If *A Nation at Risk* framed the problems, *A Nation Prepared* proposed a solution.

It identified a reinvigorated, restructured teaching profession as essential to the social, political and economic success of this country. In the opinion of the task force: "Though many people have vital roles to play, only the teacher can finally accomplish the agenda we have laid out."[2]

Its leading recommendation was the creation of a nonprofit, nongovernmental "National Board for Professional Teaching Standards."[3] One year later, the NBPTS was born.[4]

According to former North Carolina Governor James B. Hunt, Jr., a member of the Carnegie Task Force and chair of the NBPTS, the need for such an undertaking is both obvious and urgent: "Because teaching is at the heart of education, the single most important action the nation can take is to strengthen the teaching profession."

The mission of the National Board for Professional Teaching Standards is to improve student learning by improving the quality of instruction. To achieve this goal, NBPTS has adopted a three-part strategy:

- to set high and rigorous standards for what teachers should know and be able to do
- to certify teachers who meet those standards
- to advance related education and policy reforms that will enhance the impact of National Board Certification

Each of these goals represents a major advance in school reform in America. The tumult of reform that has swept the education community for more than a decade has brought changes: states are beginning to rewrite not only their student graduation requirements but also their procedures for licensing teachers; the business sector is involving its money and talent as never before; and schools of education are debating the best way to revise their teacher training curricula and requirements.

Still, this whirlwind of change has a curious emptiness at its center: All of these players work in a profession without either explicit standards of accomplished practice or valid assessment procedures with which to measure them.

Of course, the needs of teaching as a profession are not the central issue of education reform; the needs of this and future generations of students in a rapidly changing world are. Nevertheless, identifying the qualities which make for accomplished teaching, and acknowledging the teachers who have obtained them, would seem to be integral steps toward improved student learning. This is the charge NBPTS has set for itself.

New, flexible methods of measuring actual teaching performance are needed.

How does a small, start-up organization like the Board (its two offices in Detroit and Washington, D.C., together engage fewer than 25 staff members) hope to maneuver through the political and ideological shoals that have scuttled so many other reform efforts before it?

The answer begins with its board of directors. Sixty-three Americans of accomplishment comprise its membership; more than half of them are outstanding teachers "regularly engaged in classroom instruction," as required by the organization's bylaws.

Most are public school teachers, but some, such as Susan Lloyd, a history and music teacher at Phillips Academy, represent the independent sector. Professional integrity demands that teachers themselves set their own standards; more than that, experience has proven that "top-down" reform is doomed to failure.

But teachers are not the only professionals involved in education. That is why state and local administrators, school board members, governors, corporate leaders and representatives from higher education are also members of the board of directors. The board includes leaders of both national public school teachers unions, two past presidents of the National School Boards Association, and the leaders of many other education organizations.

The directors include government officials such as Iowa Governor Terry Branstad (chair of the National Governors Association), Oregon House Speaker Vera Katz, and influential members of the business community (such as Xerox chairman and CEO David Kearns and Du Pont's finance committee chairman Richard Heckert). Clearly, this is an organization as rooted in political reality as it is lofty in its ideals.

At the heart of National Board Certification and other NBPTS activities is its policy statement "What Teachers Should Know and Be Able to Do." Five core propositions are the bedrock upon which this system of advanced standards will rest:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach, and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practices and learn from experience.
- Teachers are members of learning communities.

Using these general principles and the supporting statements that elaborate upon them, select committees appointed by the NBPTS will develop standards in more than 30 certificate fields, identified by subject area and student developmental (as opposed to grade) level. Thus, National Board Certification will attest that a teacher is highly skilled in teaching a specific subject (or subjects) at a particular level.

The first three levels/fields targeted for certification by the NBPTS are early adolescence/English-language arts; adolescence and young adulthood/mathematics; and early adolescence/generalist. The members of the standards committees for these certificates

A Catholic educator comments on the NBPTS

Joseph F. Rogus

Critical to the mission of the National Board for Professional Teaching Standards (NBPTS), established in 1987, is the creation of a national system of certification. The Board defines certification as a process for conferring distinction on those experienced teachers who meet the most exacting standards of professional practice. The projected process is voluntary and it is to be controlled by members of the teaching profession.

The Board proposes a set of standards that operationally define excellence in teaching. These standards, which constititute the heart of the certification process, are a response to the question of what excellent teachers should know and be able to do. The standards are framed as a series of propositions that encompass the professional teachers' commitments to students as learners, to their discipline, to the provision of quality instruction, to reflection on practice, and to working collaboratively within the school community.

Next steps projected by the Board involve the development of assessment mechanisms keyed to the standards, and the implementation of steps to advance education policy and reform as essential to improving the quality of teaching and learning in America's schools.

In the brief period of two years the Board has initiated an exciting, highly promising process. In his article, Mr. Reimann effectively captures this excitement. In fact, he gets so enthusiastic that he overstates the impact of initial steps to create a certification process, as well as the long-term promise of the Board's efforts.

After noting, for example, that the Board has adopted a strategy that includes setting high and rigorous standards and certifying teachers who meet those standards, he observes: "Each of these goals represents a major advance in school reform in America."

Not so. Similar efforts have taken place over several decades in many quarters, including state departments of education, colleges of education and professional associations such as the American Association of Colleges of Teacher Education.

At another point the author observes that, once the standards are in place, "for the first time, teachers will have professional goals that directly pertain to advanced practice."

Again, not so. In school districts and dioceses across the country for several years, teachers have been involved in professional growth planning that relates to advanced teaching practice.

These overstatements do not detract from the significance of the Board's efforts. Certification, once achieved, will be an important step forward for the profession. Much work remains to be done, however, and it is important to temper enthusiasm for efforts to date with an awareness of the complexity of the tasks ahead.

The most demanding task confronting the NBPTS relates to the process of developing practical, economical mechanisms for assessing teacher performance on the standards identified. Assessing performance on a standard relative to the proposition that "teachers know the subjects they teach and how to teach those subjects to students," with all the nuances associated with these behaviors, is a challenge of the highest order.

The Board is assertively pursuing this challenge and, if it succeeds in developing effective evaluation approaches, it will have made a lasting contribution to the profession.

In summary, Mr. Reimann has accurately portrayed the important work of the National Board for Professional Teaching Standards. That work is promising, it has already stimulated significant inquiry and reflection, and it deserves the support of the total professional community.❑

Dr. Rogus is professor of education, office of graduate studies and research, The University of Dayton, Ohio.

were recently announced; the math committee includes Mary Jo Aiken, chair of the mathematics department at Benilde-St. Margaret's High School in St. Louis Park, Minnesota.

As in the composition of the board of directors, the majority of the committee members are distinguished classroom teachers, nominated to serve by subject/discipline and other professional organizations nationwide. No NBPTS board members may serve on the standards committees. Each committee will recommend a set of standards to the board, which has the final authority to adopt it.

Setting the standards will be an important contribution in itself to better teaching. For the first time, teachers will have professional goals that directly pertain to advanced practice. Still, the establishment of high and rigorous standards is simply the first phase in the creation of this national system of advanced, voluntary certification.

As the standards are being set, the NBPTS must also devise a way to determine how they will be measured. "The assessment technology necessary to measure not aptitude but actual teaching performance simply does not exist at this time," says Joan Baratz-Snowden, NBPTS vice president for assessment and research.

Jim Kelly agrees: "Our assessment process must mirror actual teaching practice, in all its complexity and contexts."

In other words, creating this new system to acknowledge accomplished practice means the NBPTS must write whole new chapters in the textbooks of assessment technology. "Don't think SAT, NTE or state licensing exam," admonishes Kelly. Nor should National Board Certification be confused with routine classroom observations of teachers.

Instead, NBPTS has embarked on a $50 million research and development program to create a set of multifaceted, flexible methods of measuring actual teaching performance.

As a first step, the Board has begun to issue Requests for Proposals (RFPs) to the education, higher education and assessment development communities for the creation of Assessment Development Laboratories (ADLs). This open and competitive bidding process allows NBPTS to tap the resources and talents of researchers across the country in designing these groundbreaking assessments.

Examples of the kinds of innovations the Board expects from its ADLs include examining the use of videotape, video-disc and computer simulation, as well as new generations of semi-structured interviews, teacher portfolios and, possibly, the use of student work.

Just as important as what a teacher does, in the Board's opinion, is *why* he or she does it. This emphasis on the rational behind a particular decision made by an experienced teacher will distinguish this new assessment process from current standardized tests. So while this crucial phase of development toward National Board Certification is still in its infancy—the bidding period for the first RFP closed in mid-June—Baratz-Snowden will make one promise unequivocally: "You can't get Board-certified if all you bring to the assessment process is a #2 pencil."

Besides the exact nature of the assessment process (NBPTS plans to begin assessing its first group of candidates in 1993), several other issues surrounding National Board Certification remain unresolved. These include: where the assessments will take place, how teachers can prepare for them, how long certification will be valid, confidentiality, revocation and appeals processes, and cost.

The Board is committed to opening the certification process to every interested teacher. A controversial example of this commitment is the NBPTS decision not to make state licensure or graduation from a school of education a prerequisite for National Board Certification, in part because this could exclude accomplished private or Catholic school teachers who would otherwise qualify.

Part of the deliberation process used to resolve these important issues includes the NBPTS program of state and regional forums. These "conversations" with teachers, administrators, members of the higher education community and other interested parties typify the openness that is the hallmark of the Board's work to date.

In its initial phase of policy development, NBPTS circulated drafts of its policy statements throughout the educational community for comment. Now, as the Board shifts from policy to program development, with an eye toward implementation, the forums give more and more educators the opportunity to hear about and respond to NBPTS activities.

This unique outreach program began with the first annual NBPTS National Forum, held in July 1989, in Chicago. Since then, the Board has held six more forums, including its second National Forum in Denver this past June. Another seven are scheduled before the end of 1990. The coming year will see the NBPTS launch a major communications effort aimed directly at the more than 2 million public and private school teachers who will be eligible to stand for National Board Certification when it becomes available.

In the end, says Jim Kelly, "National Board Certification will mean the same thing to private school teachers that it does to their public school counterparts: better teaching experiences, better student outcomes and enhanced recognition, both within the education community and throughout society."

A worthy end, indeed.

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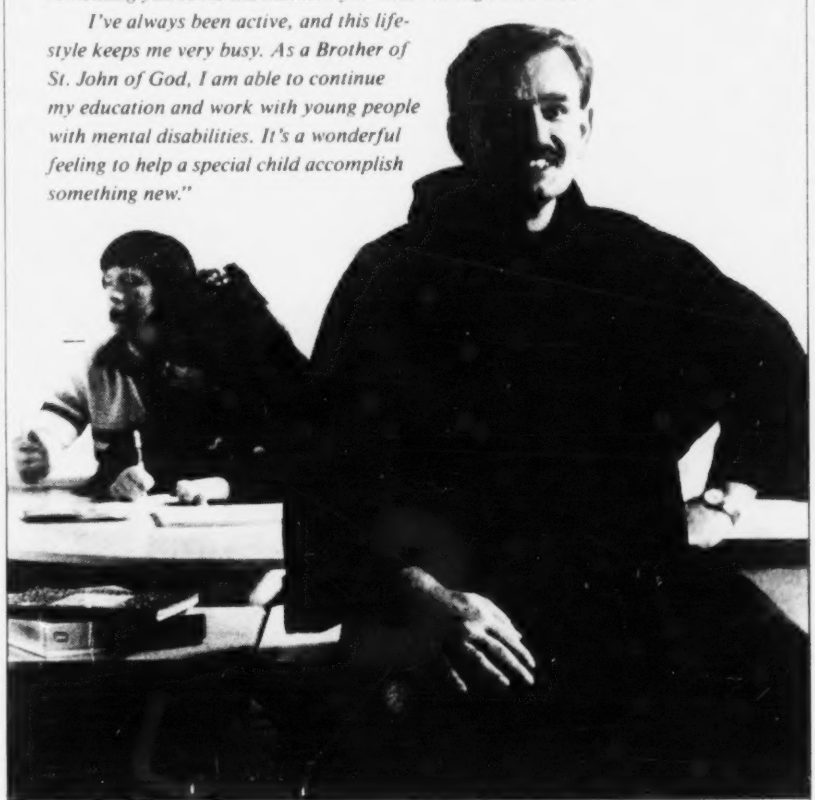

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Notes

1. *A Nation at Risk: The Imperative for Educational Reform*, The National Commission on Excellence in Education, April 1983, p. 5.

2. *A Nation Prepared: Teachers for the 21st Century*, the report of the Task Force on Teaching as a Profession of the Carnegie Forum on Education and the Economy, 1986, p. 26.

3. Ibid., p. 3.

4. A summary of *Toward High and Rigorous Standards for the Teaching Profession: Initial Policies and Perspectives of the National Board for Professional Teaching Standards* is available free of charge; the complete text can be had for $7. Write to: National Board for Professional Teaching Standards, 333 West Fort Street, Suite 2070-M, Detroit, MI 48226.❏

31

"I love her! Why should we wait to have sex?"

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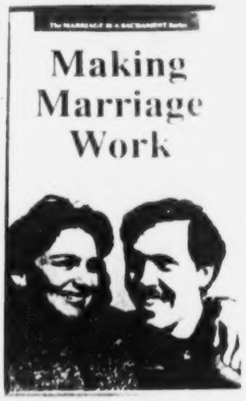

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The multicultural challenge

It is time for Catholic schools and departments of education to take a leadership role in meeting the demand for minority teachers.

Mary Sarah Fasenmyer

Teacher education programs nationwide, until recently an endangered species, now appear to have a renewed vigor. Faculties are eager to be about the business of educating the future teachers of America. None too soon. The demand for able, well-prepared, compassionate teachers is growing, and a massive shortage of teachers may be imminent by the year 2000.[1]

The urgency of recruiting and educating minority teachers looms particularly large. Greer and Huck project that during the 1990s

Sister Mary Sarah is director of the office of minority education, Mount St. Mary's College, Los Angeles, California.

minority teachers will steadily decline to 5% of the nation's teaching force. At the same time, the school minority population is expected to increase to a point that constitutes a majority of students in some states.[2]

The problem is compounded by the national decline in minority enrollment in higher education and in the rates of degree completion. A number of critical reports on this subject have been issued, none clearer than the 1988 study of the American Council on Education. It states, on good evidence, that "America is moving backward—not forward—in its efforts to achieve the full participation of minority citizens in the life and prosperity of the nation."[3]

The report calls for a rededication of all segments of society to "overcoming the current inertia and removing the remaining barriers to a full participation in education and in all other aspects of American life."[4]

Educators are the obvious professionals to address these problems. Are Catholic colleges and universities up to the challenge?

Olin Murdick has pointed out that Catholic colleges and universities tend to be driven by the marketplace and the demands of the public school sector.[5] It is hard to refute this criticism, given the problems of under-enrollment and even of survival which have plagued Catholic schools and departments of education for the past two decades.

But they are stronger now. Their mission and tradition, along with a new sense of purpose and excellence, places them in a unique position to respond to the critical need for multicultural teachers.

What are the needed components in educating future minority teachers to the baccalaureate level?

A strong financial aid program is essential. Minorities are generally in the low-income groups, with no monies readily available for college education. In this regard, many education departments can utilize their strong linkages with the secondary schools in their areas. Often these local school systems can provide substantial assistance to minority students who agree to teach in the system for a prescribed period.

Other sources of scholarships include business and corporations, which are increasingly amenable to providing the finances needed to prepare qualified minority students as teachers. The ingenuity of the college development office, coupled with that of the education faculty, can produce excellent results.

Realistically, the determination and commitment to this apostolate begins with the administration and board of trustees of the college, and is finally embraced on all levels of the institution. The myth that quality will suffer may have to be refuted. To deny the potential for success for minority students is to persist in an invidious form of campus racism and prejudice.

Minority students may need an array of learning support services, including skills classes and a college learning center. A prepared and committed faculty, along with personal and academic counselors, will need to be intrusive, if also understanding and sympathetic, to assure that students make use of these resources.

Colleges may have to adapt their attitudes and expectations as well as their pedagogies and delivery systems, but they need not settle for a lesser quality. Rigorous academic standards can be maintained if there is a willingness to meet these students where they are and to offer them the best that the college can provide.

An unintended consequence of this effort is that *all* students will benefit. The teaching climate of the college will change, become more personalized, more student-centered, more responsive.

It is time for schools and departments of education to take a leadership role and insist that they be given the opportunity to apply their extensive expertise in meeting the national demand for competent minority teachers. If they accept this challenge, the education faculties of Catholic colleges and universities will write one of the most important chapters in the history of Catholic higher education.

> *The number of minority teachers is projected to decline dramatically during the 1990s.*

Notes

1. Task Force on Teaching as a Profession, *A Nation Prepared: Teachers for the 21st Century*, Washington, DC, Carnegie Forum on Education and the Economy, 1986.

2. Rita G. Greer and William L. Huck, "Recruiting Minorities into Teaching," *Flashbacks*, Bloomington, IN, Phi Delta Kappa, 1989, p. 8.

3. *One-Third of a Nation: A Report on the Commission on Minority Participation in Education and American Life*, Washington, DC, American Council on Education, 1988, p. vii.

4. Op. cit., p. viii.

5. Olin J. Murdick, "Catholic Schools Revisited," *Momentum*, September 1989, p. 9.❑

The rainbow effect

Private college and public school district partner a teacher education program which reflects regional cultural diversity.

Kathleen Ross with Jeanne Crawford

A multicultural teacher education partnership—believed unique in the nation—is flourishing in the southcentral region of Washington state. The affiliation is between Heritage College and the Yakima School District, each of which is uncommon in its own right.

Heritage College has its roots in Holy Names Normal School, founded in 1907 by the Sisters of the Holy Names of Jesus and Mary in Spokane. Over the subsequent 74 years, the college went through several transformations, becoming Holy Names College, Fort Wright College and, in 1981, Heritage College, now located in Toppenish, Washington.

Dr. Ross, S.N.J.M., is the founding president of Heritage College in Toppenish, Washington. Ms. Crawford is the public information officer for Heritage College.

Today, Heritage is a private, nondenominational, four-year, liberal arts college. Although eight Catholic sisters are currently on the staff, Heritage College is not sponsored by the Catholic Church or any religious congregation, but is privately owned and administered by a multicultural, multidenominational board of directors.

The Yakima School District, centered in the city of Yakima and ringed by many smaller communities, includes Hispanics, Native Americans, Filipinos, whites and blacks. Of the 11,000 students in this rural area of Yakima County, 30% are non-white.

This partnership is called Yakima Futures. Based on the philosophy that the district's teachers need to reflect the cultural diversity of its students, Futures is increasing the number of racial minority and bilingual (English/Spanish) teachers. With full financial aid from the Yakima School District, school paraprofessionals who have the interest and potential are earning their teaching degrees at Heritage College.

The Futures program complements the college's own mission: to provide quality, accessible, higher education at the undergraduate and graduate levels to a multicultural population which has been educationally isolated.

Yakima Futures was introduced in January 1987. Dr. Warren Dean Starr, then Yakima School District superintendent, and Dr. Ross, the president of Heritage, considered it a "long-term commitment between the college and the district." The first three graduates of the program, who received their BA degrees in education in December 1989, are about to begin their second year of classroom teaching.

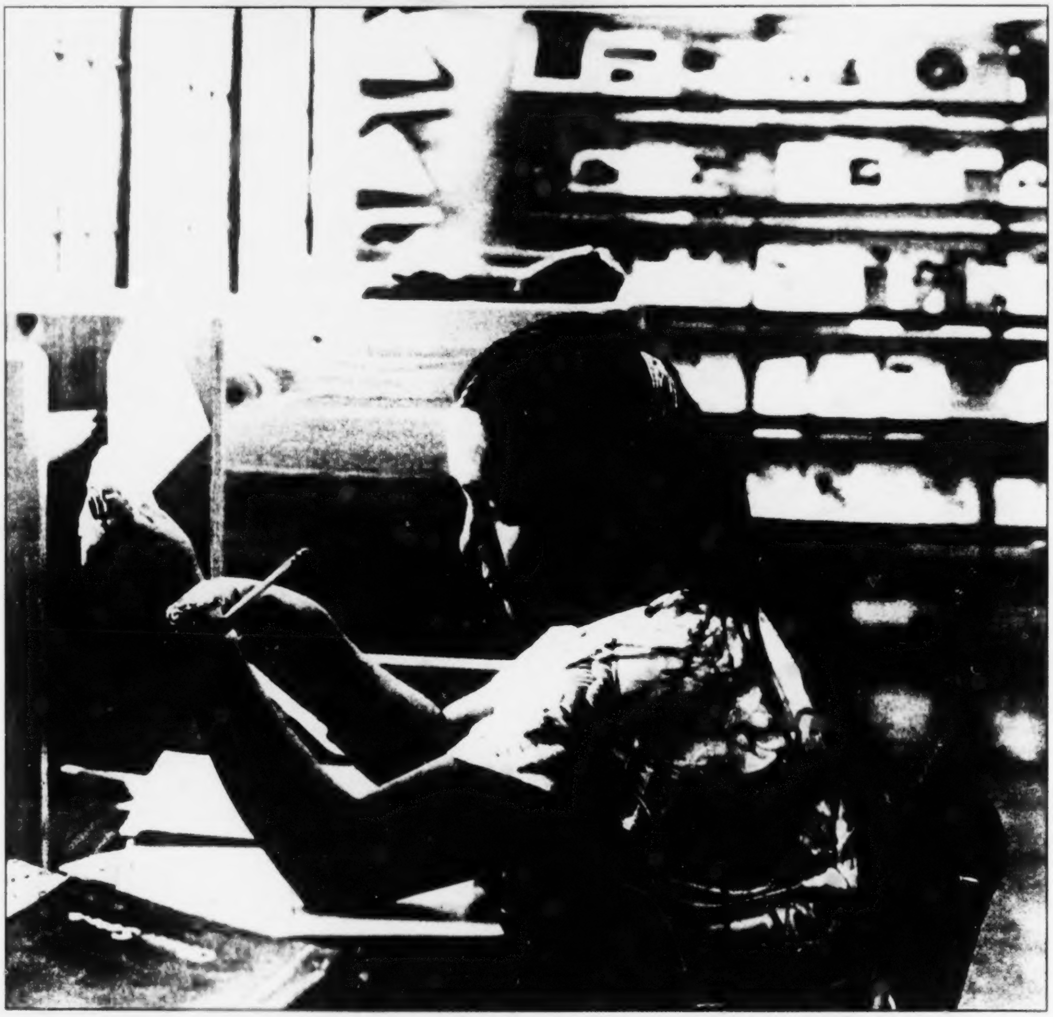
Angel Santana, formerly a professional/technical aide in a migrant alternative program, is presently a second-grade teacher in a Yakima elementary school with a significant Hispanic population. Now 33, Angel attended Yakima Valley Community College and Central Washington University several years before he began working for the Yakima School District and joined the Futures program.

As a paraprofessional, Margarita Reyna was a guidance specialist at a Yakima district middle school. She now teaches in an elementary school program called ELLA—Early

Learner Language Acquisition—for preschoolers who are monolingual in Spanish.

Tobi Weston has left her aide's position to become a kindergarten teacher; she enhances her work and enchants her small pupils with her musical skills.

An August 1990 graduate, Lupe Orozco was not even a United States citizen when she began the Futures program. The only person in her family to receive a college education, Lupe has had to break out of one world and into another. This young women, like her colleagues in the program, has made great strides into her future and has become a role model for many in her culture.


After completing her day's work as a paraprofessional for the Yakima School District, this Native American student studies for her teaching degree at Heritage College.

The road to career advancement has not been easy for any of these adult students. They work an eight-hour day at paraprofessional jobs scattered about the district, then drive to Heritage College for late afternoon and evening classes. When they finally get home, between 9:00 and 10:00 p.m., homework and families demand their time and attention.

Lucille Worley is one example. Lucille, 50, with grown children and grandchildren, was for a half-dozen years a clerk-typist in the library of a Yakima high school. A Caucasian fluent in Spanish, she says, "I love the language and wanted to use it." The Futures possibilities tugged at her.

Now a paraprofessional in an elementary school, Lucille teaches a Chapter I bilingual math program. She has been attending Heritage College for two years (she had one year of college years ago) and figures that she is "about two years from graduation." She attends classes at the Toppenish campus three nights a week, following her eight-hour day with youngsters, and arrives home "exhausted" at 9:30 p.m. "But I enjoy it, I love it," she is quick to say. Her weekends are for homework and catching up, rather than the usual relaxing days.

"It is delightful watching these people grow and develop," says Carolyn Mason, the administrator of Futures. "They will surely bring a different approach to the classroom, a different focus from the teachers who have followed the traditional path."

Carolyn is the director of community education and field services for the Yakima schools, and also serves as field services coordinator for Heritage College. She encourages the students, monitors their progress, reviews applications for the program and sends out materials in response to inquiries from around the country.

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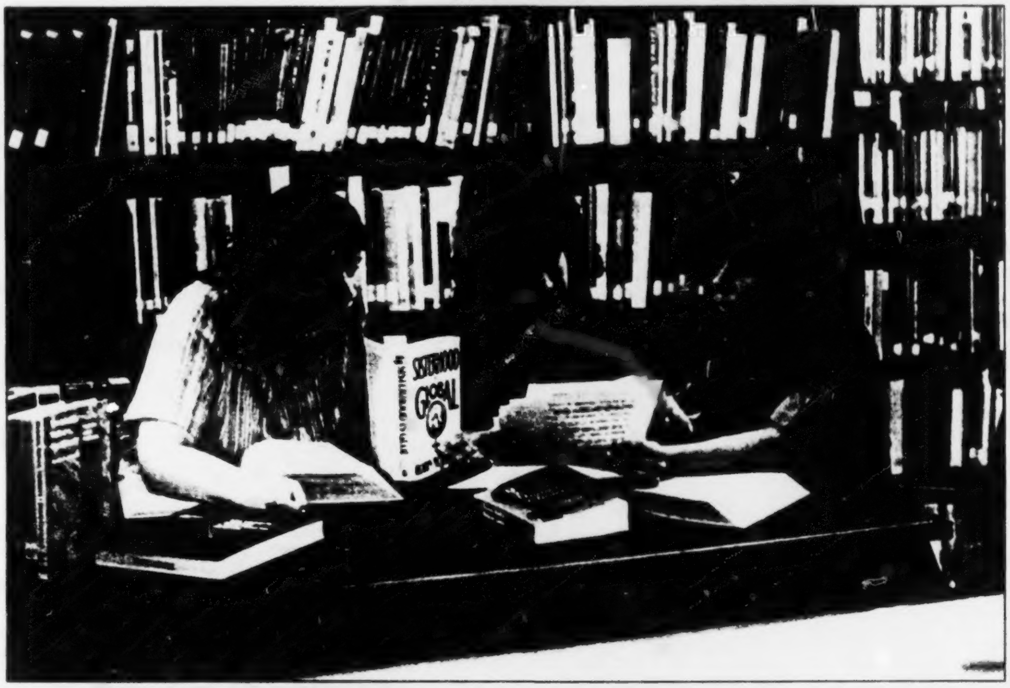


Yakima Futures students discuss course work in the Heritage College library; job and family responsibilities are also a part of their busy days.

"It's a beautiful program," she says, "and the amazing thing is its low cost. The cost-per-year for all 15 Yakima Futures students is less than one teacher's salary in the mid-$30,000 range. Just think! We can train 15 multicultural teachers for what it costs us each year to hire one from outside our area."

The teachers-to-be are enrolled at all academic levels, some as freshmen, others as upper-level students. At least one student is a college graduate earning her teaching credentials.

A single parent whose son is a college freshman, Viva Ruffin is a black woman in her early 40s. After receiving her BA in the arts from California State University in 1973, Viva did silk screen art, then was a visiting artist in central Washington schools. Here she discovered a talent for sharing her art skills with youngsters. After starting classes at Heritage College in the fall of 1986, Viva became a home-liaison specialist with the Yakima School District and was able to enter the Yakima Futures program. She is practice teaching this semester.

Like Viva, all the students in the Futures program continue their jobs with the Yakima School District, which expects them to maintain both work performance and college grades. Once the students obtain their degrees and teacher certification, they honor their commiment to teach at least three years in the district schools.

Because Yakima Futures is proving so successful, a similar program has been developed with three Lower Yakima Valley school districts—Wapato, Toppenish and Sunnyside—where Hispanic and Native American (Yakima Indian Nation) students total more than 50%.

This program is CLIMB—Career Ladder Into Multicultural Bilingual Education. It received partial funding from the Consortium for the Advancement of Private Higher Education (CAPHE) in Washington, D.C., for a two-year period, now ended. Participating districts, including Yakima, also financed CLIMB.

Carolyn Mason, who also administers CLIMB, comments on the tremendous investment required of both students and their families. "Many of the students," she says, "are starting eight-year commitments as they combine jobs, families and college."

Last spring, 10 CLIMB students attended classes on the Heritage College campus, two each from Sunnyside and Yakima, three each from Wapato and Toppenish. CLIMB has given these students a big boost. They may have to finish without additional financial aid, but they are two years closer to completing their education.

Both Yakima Futures and CLIMB have received national recognition. They were included in the major, five-part series, *Learning in America*, produced by MacNeil-Lehrer Productions in the spring of 1989 and aired nationally.

The fourth segment in the series, "Wanted: A Million Teachers," included seven minutes of Yakima Futures. Featured was a vivacious and poised young woman, Pat Ibatuan, an elementary school paraprofessional. The TV cameras followed Pat around for a day as she sent her own children off to school, performed her classroom job, and ended her day in Heritage classes.

Heritage College threw a party to celebrate this national recognition and to introduce and honor all the Futures students. This feeling of joint involvement between participants, school district administrators and college faculty is an essential ingredient of the program's success.

Dr. Lauro Cavazos, U.S. Secretary of Education, graciously responded to an invitation to visit the Heritage campus, a visit prompted in part by reports of the college's success in serving Native American and Hispanic students.

The Yakima Futures and CLIMB programs are a microcosm of the college's entire education division, which enrolls more than 200 students who will become multiculturally competent teachers or counselors. Among this number, too, many are holding full-time jobs.

To accommodate them, education professor Robert Plumb says, "We do everything twice a day, daytime and evening classes, not to mention intensive weekends."

Dr. Plumb sees the Futures and CLIMB programs as "symbolically important because they provide a career ladder for those who have proved themselves as paraprofessionals. They've been tested under fire.

"It is part of the mission of Heritage College," Dr. Plumb adds, "to find minority students who will become teachers. We need role models out in the schools. Currently about 50% of our undergraduates are from minority cultures."

Success attracts donors. Heritage College has been the recipient of several grants enabling the continued training of the multicultural student body to become teachers. The Murdock Trust of Vancouver, Washington, with a generous grant of more than $58,000, made possible a multicultural education resource center and a series of public forums which included the nationally known speakers Dr. Barre Tolkien, an authority on Native American humor, and poet Dr. Carmen Tafolla.

One of Heritage's more unusual projects—for persons already teaching in local elementary schools—has been funded by a grant from the Washington State Superintendent of Public Instruction.

A group of teachers, led by one who describes himself as "educator and principal by profession, geologist and paleontologist by avocation," followed in the footsteps of the Indians of the Northwest for a weekend. Their purpose was to understand Indian culture and ways of viewing the natural world.

The teachers' route took them to Indian sites and modern museums, to state parks, to painted rocks, even to a television screen to watch an interview with an aged tribal storyteller. Before they took to the road, the teachers completed two days of classroom study of plant taxonomy and classification in Heritage College's science labs in order to learn even more about the Native American culture of the area.

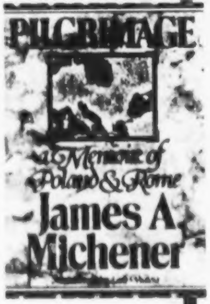
Another grant of $140,000 from the National Endowment for the Humanities has helped Heritage in a three-year project to establish humanities courses that incorporate the literature and philosophy of Hispanic and American Indian traditions, as well as those of non-Western cultures. The grant has helped faculty members and consultants plan special courses in a range of humanities topics and has provided more than 400 library volumes as references for the courses.

To accommodate its broad diversity of students, Heritage has coined a descriptive phrase of its academic philosophy: a wide entrance, a very narrow exit. An academic Skills Center provides catch-up tutoring during freshman and sophomore years. Students in the education program, which they start as juniors, must come with a 2.5 GPA, but must have a 3.0 to graduate.

Heritage College is only 8-years-old. Nevertheless, two-thirds of the education students who graduated in 1989 were in full-time classrooms this past school term. One school district, 200 miles from Heritage, wants to interview *all* graduates who are ready to teach.

Heritage College's multicultural mission is vital to the future of value-oriented teacher education. Confident, and affirmed by the national recognition it has received, Heritage College is ready and eager to share its experiences with other colleges and school districts.

The world of the future will reflect the inexhaustible diversity of the Divinity. Only educators who are appreciative of and skilled in dealing with diversity can prepare children to be joyful participants rather than fearful refugees in that pluralistic society.❑



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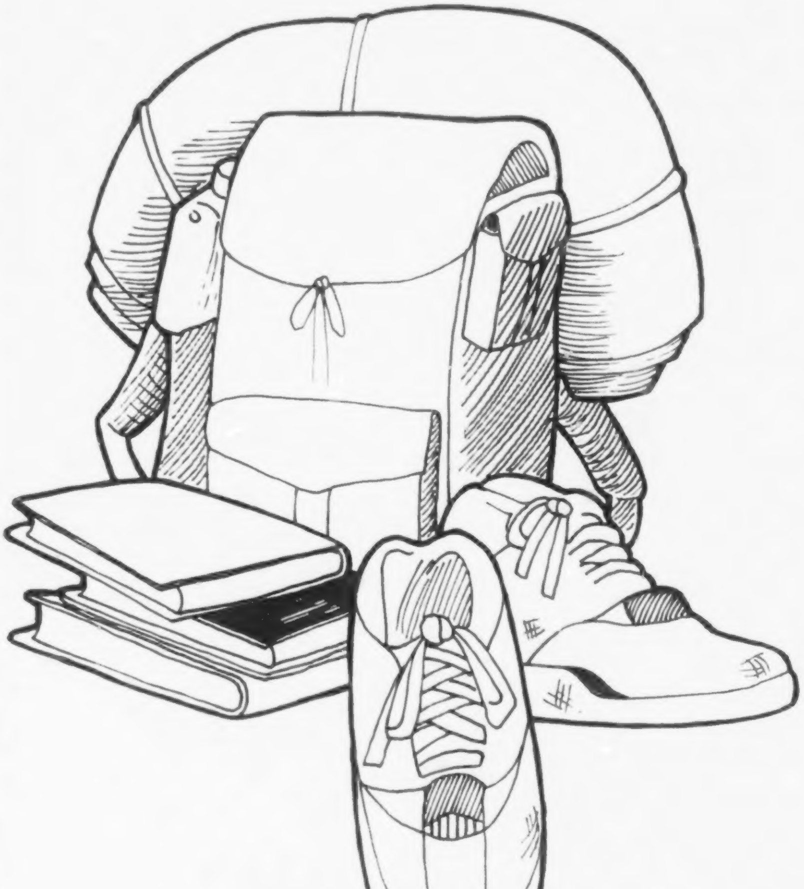
THE MULTICULTURAL CHALLENGE

Teacher cadets answer the call

In the battle for a stronger and more diverse teaching force, these young black people are in the front lines.

Elizabeth M. Rhodes and Antoine M. Garibaldi



The term "cadet" may evoke an image of uniformed soldiers marching in unison. Such an image is far from the reality of the 23 African-American, junior high and high school students who descended upon Xavier University during the spring semester. Although dressed in Air Jordans, OPs, Esprits and Bart Simpson T-shirts, they did march to the step of their calling.

Xavier University is a private, urban, Catholic and historically black institution in New Orleans. The university currently enrolls more than 2,500 students, two-thirds of whom come from the New Orleans area.

Since its founding, one of the college's primary missions has been the preparation of teachers, most of whom are black. Therefore, especially in the late 1960s and early

---

Ms. Rhodes was the project director of the Teacher Cadet Program. Dr. Garibaldi is the dean of the college of arts and sciences at Xavier University of Louisiana, New Orleans; he serves as a consultant to the editor of Momentum.

1970s, many of Xavier's graduates have been education majors.

However, the present critical shortage of teachers, and especially the data reflecting a serious decline in the number of non-white students majoring in education, sparked Xavier's involvement in the Teacher Cadet Program. It was an early identification project aimed at providing learning activities which would promote and retain minority students' interest in a career in education.

One component of a national collaboration between six historically black colleges/universities and three major research institutions, the program was funded by a $1.6 million grant from the BellSouth Foundation and The Pew Charitable Trusts. It was administered by the Southern Education Foundation.

Projects such as the Teacher Cadet Program are readily justified, given the following statistics. Today's teachers are 90% white; more than half of them have taught for more than 15 years, almost 28% for more than 20 years; close to half of them have indicated that they will teach until they are eligible to retire.[1]

In Louisiana, which has had a sizable number of black teachers, 21% (8,787) of all teachers in the state were eligible to retire in 1989, and 38% (16,198) will be eligible to retire in five years.[2]

It is also important to recognize that the proportion of non-white teachers in the nation has declined in recent years; in addition, many who currently teach will soon be eligible to retire. In Louisiana, half of all black teachers will be eligible to retire in five years.

Compounding the problem of the declining representation of non-white teachers overall is the even smaller proportion of non-white students enrolled in teacher education programs today. In the approximately 1,200 institutions which have teacher education programs, barely 7% of the undergraduate students preparing to become teachers are non-white.[3]

This small representation of current and prospective non-white teachers, plus the rapidly changing ethnic composition of urban schools in particular, has spurred a number of national and regional efforts to recruit minorities for America's schools today and into the next century.

The young people involved in the Teacher Cadet Program at Xavier University were students who expressed an

Minority students tapped for teaching

A consortium of eight colleges and universities, including Fordham University in New York and Xavier University of Louisiana, has begun a nationwide program to recruit promising young minority students for teaching careers.

The Consortium for Minorities in Teaching Careers hopes to target 600 students a year, roughly 100 each in grades six through 12, through teacher referrals and screening.

Max Weiner, dean of Fordham's graduate school of education, said junior high is not too early to start. "You are trying to get people who have had no success in school to see themselves as having success," he said.

Fordham's primary roles will be to offer a strong research component, to assist with student selection and the evaluation of curriculum and services, and to admit students for post-graduate study. Each consortium school of education will also run weekend and summer programs and host student visits. Accepted students are assured undergraduate and graduate education, and will receive guidance and tutoring.

"College and a career in teaching will not be something strange to them after this program," Weiner said. A student may decide not to become a teacher and, although that student would no longer be in the program, the consortium would try to find scholarship money and an academic program that better suits the student's interests.

Member schools include City College of New York (CCNY) and Hostos Community College, both of the City University of New York; Morgan State University, Baltimore, MD; California State University at Dominguez Hills; and two schools in Puerto Rico, Metropolitan University and University of Turabo, run by the Ana G. Méndez Educational Foundation. Selected to offer a comprehensive range of educational opportunities, the schools include two- and four-year programs, a major research institution, and several that traditionally serve large numbers of minority students.

"We tried to put in a safety net to catch [students] at a variety of places along the way," said Leonard D. Beckum, former dean of CCNY school of education, now vice president and vice provost of Duke University.

The Méndez foundation reports that, in 10 years, 38% of children under age 18 will be members of a minority group; unless steps are taken, the minority teaching force will drop to 5%. One consortium priority is to get more minority students successfully through college. "If we do that," Beckum said. "we'll get our share of teachers."❑

Carolyn Farrar
Office of Public Affairs
Fordham University

interest in teaching to their school counselors. After completing a lengthy application, selected students were given the Strong Interest Inventory. Eighty-seven percent of the cadets scored in the moderately high to high range in the teaching area of this instrument.

In the 16 weeks that followed, the cadets experienced something not far short of boot camp. On two afternoons each week, after school, they were engaged in activities designed to enrich their academic preparation for college and promote their interest in the teaching field.

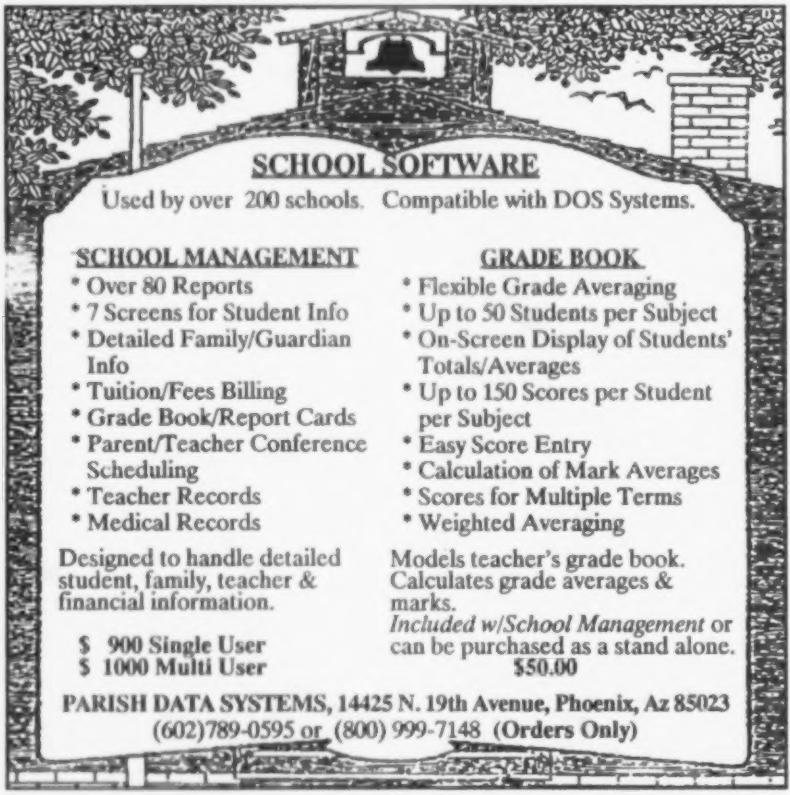
Although the schedule was very demanding, the cadets willingly "followed orders" from mentors and university faculty. Class work was offered in English composition, math enrichment, word processing and the natural sciences.

In videotaped interviews the cadets discussed topics such as the characteristics of good teachers, the pros and cons of year-round school, aspects of life on a college campus, and the benefits of higher education.

They were encouraged, too, to present mini-lessons to their peers with the assistance of their assigned mentors, typically education majors at Xavier University.

Cultural activities included a field trip to the Louisiana Nature Center and attendance at a performance of the Alvin Ailey Dance Troupe.

There were some unexpected and highly favorable outcomes to the program. In their writing samples, many cadets voluntarily reported an improvement in attitude toward their regular teachers and school subjects. Some said that they saw their teachers in a new way. The cadets' parents were anxious to enroll their son or daughter in the program for another year. Average daily attendance among the cadets was 85%—an accomplishment, given the intensity of the program.



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The real success of the program will be measured in three years when the ninth-graders in the program are eligible to enter college. If the Teacher Cadet Program addressed their concerns, developed their interest and piqued their curiosity about the teaching profession, some of these recruits may join the ranks of dedicated persons preparing America's children for the future.

Young people today who desire to enter this noble profession must be encouraged—even coddled. It should not be assumed that their interest will flourish in a less than enthusiastic environment. The Teacher Cadet Program was an opportunity for six African-American males and 17 females to be singled out, focused and nurtured.

Perhaps the metaphor of military training is more felicitious and less far-fetched than originally described. In the battle for a strong, better prepared and more diverse teaching force, the teacher cadets are in the front lines.

Notes

1. *Status of the American Public School Teacher 1985-86*, Washington, DC, The National Education Association, July 1987.
2. *Teacher Recruitment*, Baton Rouge, Louisiana Department of Education Task Force, 1989.
3. Antoine Garibaldi and Nancy Zimpher, *National Survey of Students in Teacher Education Programs*, American Association of Colleges for Teacher Education, February 1988.❑

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The teacher as cultural researcher

This training program aims to help teachers respond creatively to their own misconceptions about cultural diversity, then assist their students to do likewise.

Ewa Pytowska

Illustrations from *Strength in Diversity* by Ewa Ptyowska and Stephen D. Rose

very day in Boston, children of all ages and ethnic backgrounds file into schools, migrating like birds from one culture to another. Behind them, they leave sounds of their native languages, smells of familiar foods, stories told and retold by their families, games played since childhood.

In the place called school, they are expected to transform themselves into well-adjusted students and to peacefully coexist with a variety of other persons.

If we listen patiently, we might hear the voices of children sharing cultural insights about a world peopled by the imaginary characters of many intricate tales. We might hear adolescents discussing real-life experiences, unfamiliar and frightening to adults vested with the responsibility for their education.

These stories depict students' journeys and sometimes illustrate the skills of navigating between cultures. Unfortunately, they are often lost in schools where the process of teaching is bound to the norms of one culture.

The Intercultural Training Resource Center (ITRC), created by the Archdiocese of Boston in 1982, works to empower teachers to understand how the home cultures present in a school community become sources of strength when they are validated through the curriculum and integrated within the instructional process.

The strong emphasis which ITRC has placed on dialogical education reverberates with the spirit of the church where "those who teach...do not simply instruct...but also learn...." (Mary C. Boys, *Educating in Faith: Maps and Visions*, Harper and Row, 1989)

The healing power of listening can be

Ms. Pytowska is the director of the Intercultural Training Resource Center. The publication Strength in Diversity, *coauthored by Ms. Pytowska and Stephen D. Rose, is a compilation of theory, practice and resources developed by ITRC. For more information on ITRC publications, contact the center at 190 Cummins Highway, Roslindale, MA 02131.*

shared, experienced and inspired, but it cannot be taught. Teachers' efforts to help students discover the learning potential rooted in their home cultures and languages must be supported by well-designed and inspiring teacher training programs. In the absence of properly designed self-growth programs for teachers, cultural self-esteem and empowerment become lifeless goals.

The Intercultural Training Resource Center, a grant-funded project, aims to:

- identify a variety of instructional approaches which support the self-worth, dignity and cultural identity of all students
- assist schools in defining, designing, implementing and evaluating multiple learning environments which match diverse student needs
- help teachers respond creatively to differences in students' learning needs in order to increase academic achievement and decrease the drop-out risk
- help schools recognize and address institutional barriers to equal educational opportunities

The process of infusing intercultural education at various grade levels (K-12) in schools serving very diverse neighborhoods is always a challenge. ITRC trainers have often been faced with two initial responses which capture the essence of this challenge.

In schools where teachers perceive students and parents as "all white," the response is: "We don't need intercultural education here because we don't have minorities in our school."

In schools where students and parents are viewed as very diverse, the response is: "We don't need intercultural education here because we are all different and that's education enough."

Our response has been to work hand-in-hand with concerned teachers and principals to move away from these self-defeating misconceptions. An "all white" school is a social myth which overlooks ethnic, linguistic, religious, gender and class differences.

On the other hand, schools with culturally diverse populations are not necessarily culturally pluralistic communities. Unless diversity is consciously embraced as a potential source of both conflict and growth, it often becomes a badge of shame rather than pride for individuals, and a source of weakness rather than strength for the school community.

Educators need to experience what they are expected to provide for their students. Teachers must feel free to discover and to share what they believe about each other's cultures, races, languages and religions.

At ITRC, we believe that without real self-disclosure, there can be no true dialogue and growth. Different cultures and communities have their own voices and unique insights which must be heard, understood and affirmed. Intercultural training helps educators to recognize these voices and to show students how they can become cultural sensors to one another.

ITRC institutes have offered opportunities for teachers from different schools and communities to come together and be nurtured by each other's creativity while they explore new ideas, teaching approaches and materials. Participation at the institutes has been voluntary; teachers are paid small stipends for attending.

The institutes, six- to 12-hour sequences of presentations and learning activities, have focused on specific themes such as:

- affirming uniqueness and celebrating diversity in the classroom
- confronting prejudice with classroom strategies
- using children's literature to promote intercultural understanding
- teaching English as a second language across the curriculum
- outlining classroom strategies for exploring language diversity
- motivating underachieving students through success-oriented teaching and cooperative learning
- using folklore and oral history to learn about ourselves
- conceptualizing a framework for teaching black history

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Participants' comments on the ITRC training process have reflected the philosophy of empowerment in teachers' lives. Here is a sampling.

> The workshop helped me identify with my thoughts and feelings about myself and others and to identify subtle prejudices as well as obvious ones. It gave me new ideas of how I might personally and professionally deal with these prejudices.
>
> Seeing the film, doing case studies, and analyzing posters helped me to see and integrate the abstract and general term "prejudice" into common, everyday experiences. The small-group sharing gave me other people's insights and observations, which were very enriching and added to my own perspective.
>
> It was good to hear that some of the things I have been doing as a teacher were on the right track.

The center also maintains a library with a wide range of professional reading materials, source books of classroom activities, tapes, records, filmstrips and videotapes; it is open throughout the school year. A large collection of books for children and adolescents, written and illustrated by people of color, is available for loan in the form of mobile classroom libraries.

Recently, the center has introduced a new model for delivery of services to Boston Catholic schools. Ongoing evaluation of project outcomes, new directions in the field of multicultural education, and rising concerns about "students at risk" prompted a restructuring of the ITRC programs.

Beginning in January 1990, 20 site coordinators were hired from among teachers currently employed in target schools. Each coordinator is responsible for implementing project goals at her or his school. Organized in a professional support network, the site coordinators are being prepared to work as peer leaders, change agents, advocates for at-risk students, and facilitators of collaborative staff development projects.

As director of the center, I am responsible for designing and conducting site coordinators' leadership training, helping each coordinator formulate school-based plans, and providing ongoing support and supervision. I am available to the coordinators for consultation, demonstration teaching, feedback and coaching, resource support and as a workshop co-facilitator.

ITRC has always enjoyed a degree of autonomy and respect unusual among teacher training centers operating in large cities. Throughout the eight years of our work, we have been trusted to formulate our own philosophy of multicultural education within the cultural context of Boston Catholic elementary and secondary schools.

Our views were deeply shaped by African-American historians, philosophers and educators. While our daily work was clearly influenced by research of many different cultures, it was the long-term immersion in the African-American heritage which helped us to recover our own, and help others search for their, cultural identity and self-esteem.

The training approaches developed at ITRC have empowered teachers to experience themselves as cultural researchers, as bearers of cultural knowledge and, ultimately, as culturally responsive educators.

When teachers recognize and honestly acknowledge real-life obstacles to racial and ethnic harmony, they empower themselves to help students name, cope with and confront those obstacles. When teachers and students are given opportunities to understand the conditions of their own lives, to formulate questions about the past as well as the present, and to affirm their own dreams, they are also ready to listen to the dreams of others.❑

The two poems reprinted here were created by sixth-graders at Blessed Sacrament School, Jamaica Plain, Massachusetts, in 1988. During an eight-week, ITRC unit dealing with cultural uniqueness and belonging, students discovered their own voices as they and their teachers immersed themselves in reading African-American poetry and in refining their own writing skills.

If I lived long ago
when the years of
Haiti were peaceful,
I would run along
the streets of Haiti.
I would sit on the big
pieces of ice
and take long rides
to Jackmell with
my young grandfather.
I would play with
my mom and help
with the work
and catch the chicken
and have fun fun fun.
If I lived long ago the
world would be peaceful
and I would love it so
much I wouldn't want
to grow up.

Myrlaine Henry

* * *

Guatemala is as beautiful as
a flower
The air smells fresh and good
after a spring shower.
It makes me feel good to be
from there.
When I tell people I'm from
Guatemala
People say, "Where?"

Jenny Alcantara

To recruit or to retain?

Although efforts to attract minority teachers to schools in the Chicago archdiocese are disappointing, retention programs offer much hope.

Lorraine A. Ozar

Of the 7,022 teachers in the Catholic elementary and secondary schools in the Archdiocese of Chicago, 9% are members of minority groups. In the Archdiocese of Detroit, the figure is closer to 4%; in Philadelphia, about 11%.[1] For some schools, teacher recruitment—especially in terms of minority diversity—has become almost as intense as student recruitment. How can this situation be improved?

Efforts to expand the number of minority teachers (and administrators) in Catholic schools seem to encompass two very different points of departure: recruitment and retention.

The most obvious focus, perhaps, is on attracting minority high school graduates into teaching careers in Catholic education through scholarships and other incentives.

Several years ago, St. Xavier College in Chicago began to offer full-tuition scholarships to qualified Hispanic students graduating from a Catholic high school and interested in pursuing a career in teaching.[2] Upon graduation, participants in the Hispanic Teacher Scholarship Program would be considered for priority hiring in the archdiocesan school system. If hired, they would agree to teach for two years.

To date, only three students have accepted the scholarships and all withdrew from the program prior to graduation. One principal, who worked hard to identify and encourage applications for the scholarships, connected the surprising disinterest of students to their seeming unwillingness to commit at the end of high school to a specific career in a specific place.

The Academy of Educators, a Chicago-based foundation created to recognize and support excellence in teaching, has had somewhat more success in attracting potential teachers from among urban youth.

Its Academy of Scholars Program, in its third recruiting year, has 15 Scholars who are now sophomores in college and 20 Scholars who have attended the Academy Scholars Summer Institute and began college this fall.

The Academy identifies at least 10 Scholars each year from among Chicago high school juniors in both public and private schools. These students receive financial assistance for college costs from the Academy, as well as professional assistance in applying for college and seeking supplementary financial aid.

In addition, the Scholars receive paid summer internships in teaching during college, forgiveness of Guaranteed Student Loans after teaching commitments are fulfilled, and placement through work study programs in teacher-related jobs.

The program also builds in a mentoring relationship with teacher Fellows of the Academy and includes special incentives (in excess of $12,000) for those who teach for five years in Chicago Chapter I eligible schools.

In the Academy's words: "One of the goals of the Academy of Scholars Program is to encourage minority students to become teachers, thus bringing their talents and special training to our urban schools."[3]

Of the 35 named Scholars, 10

Dr. Ozar is a high school consultant with the Office of Catholic Education in the Archdiocese of Chicago and a member of the Supervision, Personnel and Curriculum (SPC) division of the National Catholic Educational Association.

have come from Chicago Catholic schools.

Most of the Chicago area colleges and universities also offer financial aid designed to attract minority students to higher education. None of these programs, however, targets education specifically and/or requires future teaching commitments as a condition of acceptance.

> *Inner-city teachers are energized by the "powerful sense of professionalism" achieved through participating in the content-focused program.*

As colleges and universities continue to seek more effective ways to recruit and retain minority students in all fields, including education, attention is turned to the second point of departure for expanding the number of minority teachers and administrators in Catholic schools: *retention* through training and promotion.

Teacher turnover in the Archdiocese of Chicago averages 8-10% per year. That amounts to a whole school system of teachers in one K-12 cycle. Like other professionals, teachers need incentives, change, growth and advancement to remain excited and enthusiastic about their jobs.

Given the strong competition from business for well-educated minority individuals, Catholic schools would do well to find ways to hold onto the qualified minority teachers and administrators already on their faculties. Several programs created by the Office of Catholic Education (OCE) in Chicago have begun to show results in this area.

For the last three years, OCE has received a grant from the Joyce Foundation to provide monthly, on-site training in a variety of content areas for teachers in inner-city Chicago Catholic schools. Currently, teachers participate in one of three clusters: two in areas serving predominantly African-American children, and one in an area serving predominantly Hispanic children. More than 50% of participating teachers are minority individuals.

The purpose of the program is to apply the latest educational research to strategy implementation in the teachers' own classrooms. After participants receive the training themselves, they commit to training another teacher at their own school, and to sharing results and insights at staff meetings. Not only are they paid for their participation and for training others, they also may receive three hour credits from Loyola University of Chicago as the first course in a degree program in instructional leadership.

Dr. Joanne Planek, director of the Joyce program and OCE consultant, believes the program makes a significant contribution to the retention and future promotion of minority teachers.

Says Planek, "This program gives teachers a renewed excitement for teaching and instructional leadership. The powerful sense of professionalism they feel is a result of participating in high quality learning and teaching with other professionals."[4]

Inner-city teachers' responses to this program have been extremely positive. Over and over they cite the energizing impact that interaction with other teachers has on their own teaching. An overwhelming majority say they enjoyed the program and would be pleased to participate in future opportunities. Parents and principals from the teachers' schools also give the program high marks.[5]

In addition to the Joyce grants program, OCE uses private and federal grants to create other staff development opportunities for inner-city Catholic school teachers in the areas of math, science and reading instruction, substance abuse education and bilingual programs.

Over 6,000 teachers have been trained through these programs since August 1989. All of the programs operate on a training-of-trainers model. This not only provides training and increased expertise for the participants, but also encourages them to become project directors and, in some cases, certified trainers. Teachers receive stipends for the training and can then earn additional salary for training others.

At about the same time that the Joyce grants programs was getting underway, OCE and Loyola created a special degree program tailored to Catholic school teachers. TOTAL (Training Our Teachers As Leaders) begins with the identification of lead teachers by principals or through training programs such as Joyce conducted in the archdiocese.

These teachers are helped to make a transition to a degree program that will allow them to move up the career ladder. A classroom teacher may thus advance on the salary schedule, become an assistant principal or department chairperson, or attain a principalship. TOTAL, also in its third year, placed its first set of teacher graduates in administrative positions in Catholic schools this past fall. Over 50% of the current "class" of identified lead teachers are minority teachers.

Teachers in the TOTAL program receive reduced tuition and other benefits from Loyola University. The program emphasizes a team approach in which each group of teachers entering the program takes half their courses together. This is intended to promote the kind of networking relationships vital to a school system.

Organizational support of students in the program by both OCE and Loyola helps to nurture them toward completion of the degree and to maximize their future contributions to the Chicago archdiocesan school system. Practice and theory combine as teachers use their own classrooms as laboratories.

Some members of the OCE staff serve as adjunct faculty for the program. Dr. Diane Schiller, director of the TOTAL Program at Loyola, feels very good about its contribution to Catholic education in Chicago. "TOTAL lets us work with principals and OCE," she says, "so that excellent teachers are acknowledged and supported in pursuing a degree program that increases their skills and opens new or expanded career options within Catholic education."[6]

Two other avenues of recruitment/retention of minority teachers are still in the planning stage. One would involve qualified minority volunteers and teachers' aides already working in Catholic schools. Funding would be established to enable them to complete a degree program and/or become certified in exchange for a commitment to teach in a Catholic school of the archdiocese.

Another effort, already begun, is to advertise in parish bulletins and other local places to recruit former teachers whose children may presently attend Catholic schools.

None of these efforts and others like them across the country are perfect.[7] But they must continue and grow. By 2010 in Chicago, "minority" children will be the majority, even among Catholics. It will continue to be extremely important that many of our teachers and administrators reflect the ethnic and cultural background of the families they serve.

A not-so-impossible dream

Margarito—who prefers to be called T.G.—was born in the United States, but completed his elementary education in Mexico. His migrant family returned to Texas in time for him to enter high school. His father had completed only elementary education, his mother had discontinued school after the third grade.

Looking back, T.G. feels he would have benefited from several more years of high school before his graduation. Nevertheless, he applied for and was accepted as a CAMP student at St. Edward's University in Austin, Texas.

CAMP—the College Assistance Migrant Program—is federally funded. It offers individualized, developmental courses during the student's freshman year at the university. Special counselors and subject area tutors not only focus on academic problems, but also encourage participants to learn self-discipline and to acquire confidence in their mental capacities and skills. T.G. feels that this enrichment program was an important transitional step in his preparation for college studies.

In another year, T.G. will receive his degree and certification as an elementary school, bilingual teacher. His dream?

"I plan to go back home to teach bilingual education," he says. "I think that my being a teacher is a very special job because it shows that I have the ability to help others and to share with them what I have learned."

T.G., like other minority students in teacher education at St. Edward's, wishes to empower others to break free from the legacy of discrimination, to believe in themselves and in their abilities to bring about change, to reach their fullest potential. It is one of the eduational ministries of St. Edward's to assist these young minorities to realize their own dreams and, through them, the dreams of future generations.❑

Brother Eagan Hunter, C.S.C.
Associate Professor of Education
St. Edward's University
Austin, Texas

Notes

1. Office of Catholic Education, Archdiocese of Chicago; Department of Education/Catholic Schools Division, Archdiocese of Detroit; Office of Catholic Education, Archdiocese of Philadelphia, 1990.
2. For more information about the Hispanic Teacher Scholarship Program, contact Sister Mary Herlihy, St. Xavier College, 3700 West 103rd Street, Chicago, IL 60655-3198.
3. The Academy of Educators, 6 N. Michigan Avenue, Suite 506, Chicago, IL 60602-4804.
4. Dr. Joanne Planek, Joyce Grants Program, Office of Catholic Education, 155 East Superior, Chicago, IL 60611.
5. Herbert J. Walberg and Joanne Planek, "Evaluation of the Joyce Foundation Magnet School Program," Office of Catholic Education, Chicago, IL, 1989.
6. Dr. Diane Schiller, TOTAL, Loyola University of Chicago, 820 N. Michigan Avenue, Chicago, IL 60611-2196.
7. The Archdiocese of Los Angeles seems to be an exception to low numbers of minority teachers. In 1988-89 they reported 27% minority teachers; in 1989-90, almost 29%. A spokesperson for the school office said they do not have a specific program for recruiting minority teachers.❑

A continuum model of teacher development

Student teacher, classroom neophyte, master teacher—all benefit from the ongoing connection between the college and the schools.

Mary E. Diez

What should be the connection between colleges preparing new teachers and the K-12 schools where those teachers will work? In too many instances, there has been a gulf between the two, bridged only in the placement of student teachers and occasional in-service workshops.

With increasing interest in the kinds of collaboration that can strengthen both the preparation and in-service of teachers, however, new models are emerging. They may help educators to envision the development of teachers along a continuum, with significant roles played by both the college department of education and the K-12 schools.

One such model was developed in a project linking Milwaukee's Alverno College with 22 local schools in 1985-88. Funded by a grant from the Fund for the Improvement of Post-Secondary Education (FIPSE), "Partnerships in Teaching Critical Thinking" was designed as a collaborative venture between college faculty and K-12 teachers.

The project invited local elementary, middle and secondary schools to develop institution-wide plans for infusing critical thinking across the curriculum. School acceptance was contingent on the willing participation of an interdisciplinary team of five to 10 school faculty members and commitment from the administration to support the team's work (minimally, the provision of common work time for the team during the project's implementation year).

The workshop staff was a core team of two Alverno College faculty members and five teachers representing local schools (elementary, middle and secondary, both public and parochial). This team modeled the concept that K-12 and college teachers could work together as equal partners in curriculum renewal.

In each of two rounds (1985-86 and 1986-87), intensive instructional workshops were spread over five Saturdays in the spring semester, and concentrated in a week during the summer. These workshops involved the teams of teachers in:

- examining the specific situations of their schools
- exploring concepts and resources related to the development and assessment of higher order thinking skills
- designing a plan to sequence and integrate critical thinking into the curriculum of their schools

Meetings across teams from different schools, by grade level and/or content area, made sharing among the entire group an integral part of the learning. Finally, a year of follow-up visits from the core team supported the school teams as they implemented their plans. In several cases, the links among schools and between the schools and the college are ongoing.

Information on the critical thinking aspects of the project is available elsewhere.[1] This article will focus on what participants learned about the K-12/college connection and how that connection can contribute to a continuum of

Sister Mary, S.S.S.F, is chair of the division of education at Alverno College in Milwaukee. She co-directed "Partnerships in Teaching Critical Thinking" with Georgine Loacker, S.S.S.F.

teacher development involving practitioners from pre-service to in-service.

Several outcomes reported by the participants suggest principles that could be used to build a model of collaboration. These, in turn, have affected Alverno's work with pre-service students and with other schools in the years since the grant project ended.

Principle 1: Teachers should be treated as equal partners, rather than as recipients of higher education's wisdom.

Participants in the collaborative project felt a strong sense of empowerment. Teachers on the school teams said that they appreciated the format of the workshops, which involved them as persons with expertise based on their knowledge of their schools, of their subjects, and of the needs of their students.

The core team planned the sessions as a combination of input and activity. Thus the focus was on the team moving toward the design of a plan which would identify goals appropriate for each individual school situation and tailor plans to meet the needs of particular students and faculty.

In reflections gathered at the end of the implementation year, one teacher said: "I came to realize how much I had to offer in curriculum design. Before, I had been somewhat passive in accepting what was laid down by others. Now I see that if we're going to make a difference for our students, we need to be there helping to figure out how to make it better."

From the college faculty members' standpoint, it was important to hear the teachers reiterate that they enjoyed the experience of *working with* other teachers, including college faculty. "Partnerships in Teaching Critical Thinking" was contrasted with the school teachers' fairly common experiences of having an "expert" come and go, often presenting a "canned" message that failed to meet the needs of the school.

Photo by Frank Miller/Alverno College

Chris Weiss uses strategies learned in the collaborative project to engage her students at Divine Savior/Holy Angels High School, Milwaukee, in active learning.

Principle 2: Effective and lasting change must involve the investment and activity of K-12 practitioners.

"We have seen a lot of fads come and go," a high school teacher said. "Some teachers felt that, if they gritted their teeth and waited, critical thinking would go away too. But our school's team owned the changes. We believed that we *would* reach the students better through the kind of involvement and depth that our plan calls for. And, do you know what? We're winning other teachers over!"

Many of the teachers reported that past innovations—those which came into their schools as predeveloped "packages"—rarely lasted. The core team believed, and experience confirmed, that the way to keep change from ending up on the shelf was to have the practitioners themselves envision and refine what the change was to be.

An important side effect helped to ensure that change would be lasting. Over and over, the reports from the schools indicated that the participants' views of themselves as teachers and leaders had been positively influenced by their role as change agents.

Nearly all of the teams' plans for infusing critical thinking throughout the curriculum included a series of in-services for the larger faculty at their schools. Although many teachers were reluctant to be presenters before their peers and worried whether they would be accepted, an overwhelming majority were surprised and affirmed by the appreciation and support they received from their colleagues. Moreover, the team teachers felt their investment had paid off when it sparked changes in their colleagues.

Principle 3: Ongoing dialogue between K-12 and college faculty, and among different schools at the same level, supports the development and refinement of instructional practice.

The participants' ability to develop effective plans was supported by feedback and critique from both the core team and their peers. In the course of planning for their schools, most teams experienced at least one point of struggle. In the dialogue with members of the core team (who took the roles of facilitator, critic and questioner) or with other teams, problems were confronted, ideas and issues clarified, goals and plans refined.

Classroom teachers are seen as equal partners, rather than as recipients of higher education's wisdom.

The core team was described by teachers in the project as "a stimulus to us" and as "a help to keep us going when it became difficult or we felt stymied."

Moreover, the teachers began to see changes in the way they interacted in their own school settings. In a departure from the fairly common pattern of isolation in teachers' day-to-day functioning, schools reported increasing dialogue among the faculty. The simple step of structuring time for teachers to talk with their colleagues about what they do effected this change.

This experience of collaboration with 22 schools has also had a significant impact on the division of education at Alverno. Specifically, the experience with "Partnerships in Teaching Critical Thinking" has been used to build a simulation through which Alverno teacher education students, working in teams, design a plan to infuse critical thinking across the curriculum in an elementary, middle or secondary school.

Working with the 170 teachers in the project also gave the Alverno core team members a sense of how to develop beginning teachers who can move into the schools as proactive professionals, willing to seek out colleagues in their own and other schools and in colleges.

In addition, Alverno, in planning field work and student teaching, has sought out schools where students can see modeled the collaboration between faculty and between college teachers and the K-12 practitioner.

The partnership experience has affected as well Alverno's process of responding to in-service requests. Like most departments of education, Alverno gets numerous calls for assistance from the local schools. However, in the two years since the completion of the FIPSE project, Alverno has responded to requests for workshops on critical thinking by recommending the team members from a school in the project, either as partners with college faculty or as the total source for in-service.

This networking with another school is not only an excellent learning experience for the requesting faculty, but also a continuation of the process of empowerment for the teachers in the project.

While Alverno's division of education rarely refuses a request for in-service, a commitment has been made to refuse one-shot sessions in which teachers have had no input. Minimally, the Alverno staff asks that representatives of the school faculty meet with them before the session so that they can be directed to needs the schools have identified.

Finally, Alverno is currently developing "professional development school" sites, as well as maintaining sites with which strong partnership relationships have been made. Present negotiations with two such sites are aimed at holding a student teaching seminar at the local school. Strong teachers from the school would then be involved as co-instructors of the seminar, and new teachers—or those who would benefit from trying out some new strategies—would be invited to attend along with the student teachers.

Collaboration is not an education "buzzword." It is a practice which fosters an awareness that the development of teachers is ongoing. The model of collaboration being built from the experiences with "Partnerships in Teaching Critical Thinking" has the potential to create a continuum of development for teachers from pre-service to in-service.

If, from their earliest field work, students experience school culture as a climate of dialogue about improving the teaching/learning process, they will go into their first teaching position ready to participate as partners with more experienced colleagues.

In-service can then become a means of ongoing growth, directed by the emerging needs of the school and its teachers and served by the support of the teacher education faculty at the college level.

Note

1. Mary E. Diez, "Partnerships in Teaching Critical Thinking," *Collaboration: Building Common Agendas*, Henrietta S. Schwartz, ed., Washington, DC, Clearinghouse on Teacher Education and the American Association of Colleges for Teacher Education.❑

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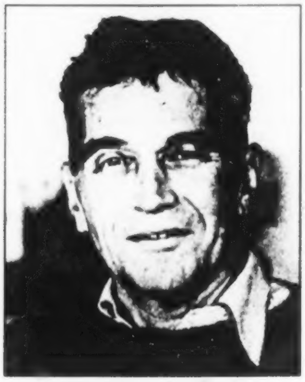

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The justice factor in teacher commitment

If Catholic school teachers are to make a lifelong commitment to the ministry of education, they must receive just compensation—now.

Robert J. Kealey

Effective and dedicated teachers are essential to quality education. This frequently stated principle needs an addendum when applied to Catholic schools: Catholic schools must provide teachers with the financial resources they need to make a lifetime commitment to the ministry of Catholic education.

How is this goal to be achieved? The answer calls for a prior understanding of the relationship between quality education and costs, and between consistency and effective schools. Steps can then be taken to determine just teacher salaries/benefits, to elicit the support of the community, and to move to decisive action.

Dr. Kealey is the executive director of the department of elementary schools of the National Catholic Educational Association.

Cost and quality

How closely related are quality education and the money spent on education? During June 1990, four publications highlighted different aspects of this question.

The National Assessment of Educational Progress published the results of the 1988 writing achievement tests. This government report indicated that students in nonpublic schools (the majority of whom were in Catholic schools) scored significantly higher than students in public schools. Eighth-grade nonpublic school students scored higher than 12th-grade public school students. These results extended the record of superior performance by nonpublic school students on these government-mandated tests.

The Brookings Institute published *Politics, Markets, and America's Schools* by John Chubb and Terry Moe. Using data from the federally sponsored *High School and Beyond* survey, the authors concluded that politics are ruining public schools. They suggested that the only effective way to improve American schools is to allow parents the freedom to choose any school that meets basic government criteria.

The June 25, 1990, issue of *Forbes* carried an article by Dana Wechsler, "Parkinson's Law 101," which analyzed the spending in New York City public schools. The article reported that less than one-third of the $6,000 spent per secondary school student ever reached the classroom.

Catholic high schools in New York City, on the other hand, educated students for a much lower cost with a greater percent of their per-pupil expenditure going directly to the classroom. The author said, "Most honest observers would concede that despite the leaner budgets, the parochial schools as a group do a better job educating people than the public schools do." The article concluded by calling for an overhaul of American education.

Finally, NCEA published *United States Catholic Elementary Schools & Their Finances, 1989.* Information received from over 900 schools revealed an average per-pupil cost of $1,476, an average tuition of $924, and an average teacher's salary of $15,578.

What is the relationship among these reports?

While the cost of educating students in Catholic schools is substantially lower than in public schools, Catholic school students consistently and significantly outperform public school students. The studies strongly suggest that tax dollars need to be redirected from institutions to parents, thereby providing them with the means to exercise their constitutional guarantee of selecting schools for their children.

Such redirection would provide immediate help to improve the salaries of the teachers in Catholic schools and would ensure the continued presence of effective teachers in these quality schools.

Need for consistency

A consistent program and staff make an excellent school, according to the research on effective schools.

Years ago, the religious community provided this consistency in Catholic schools. Even though individual members of the community might change every few years, the community had a consistent way of teaching, ordering the school day, using instructional materials, providing feedback to parents, and carrying out other aspects of school life.

This fall over 95% of the teachers in the Catholic elementary schools are laywomen and laymen. While this may seem to be a recent phenomenon, it is not. In the early days of Catholic education, most of the teachers were lay people.

The first parochial school opened in the Archdiocese of New York had a faculty of one priest and three laymen. When the Sisters of Mercy arrived in Savannah in 1845, six Catholic schools already flourished there under lay leadership. Many schools, in researching their roots, have discovered that before the religious communities arrived, the schools had been conducted by lay teachers.

Catholic schools are in good hands, but they must provide their educators with the financial resources to support themselves if consistency is to be maintained.

Salary/benefits determination

A first step must be to determine what a just salary is for ministers of Catholic education.

At this time, most Catholic school teachers' salaries are determined by the local school (pastor), with the diocese suggesting a salary scale. Some parishes or school boards pay a percent of the public school salary scale. In a small number of cases, the salaries result from a collective bargaining agreement between a teacher union and the employer.

These scales usually consider the person's degree(s) and experience. The very important ingredient of need does not enter into the calculation; however, need was a basic concept in the faith community of the early church. The present need of one teacher may be greater than the need of another teacher.

Benefits should also exist. The study of Catholic elementary school finances revealed that only 87% of the schools provided a health plan; 77%, a retirement plan; 48%, life insurance; and 38%, a dental plan.

Many parishes and dioceses do not charge tuition for the children of Catholic school teachers, freeing teachers from financial anxiety in this area. Some parishes and dioceses cover the cost of advanced degrees for teachers. This practice rests on the belief that better educated teachers provide a better education.

The records of many parishes show that housing was provided for the lay teachers in Catholic schools during the early period of Catholic education in this country. Parishes more recently provided housing for the religious teaching in the school. Could the remuneration for teachers include an option for housing?

A frequently stated reason for teaching in Catholic schools is the

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safe and enriching atmosphere of the school. Catholic school teachers engender a faith community, an atmosphere for learning, a secure environment; they are models of the faith. While more is demanded of Catholic school teachers than public school teachers, less is given to them for their support.

A substantial number of Catholic school teachers hold second jobs during the summer and even during the school year. Must the desire to teach in a Catholic school imply the need for a second job?

> *Must the desire to teach in a Catholic school imply the need for a second job?*

Community support

The second step in the process of improving the financial situation of Catholic school teachers is to inform the community of the true situation and to seek wider support.

This need for accurate data prompted the executive committee of the department of elementary schools to undertake its study of Catholic elementary school finances. While most people know that Catholic school teachers receive low salaries, they probably not realize how low the salaries are. Therefore, information is needed.

This information must include the achievement of Catholic schools as documented by research from NCEA and independent sources. Over the last several years, study after study has reported on the effectiveness of Catholic schools. The Catholic community and the larger American community does not know this research.

The Catholic community, which bears the responsibility for passing on the faith to the next generation of Catholics, should be keenly aware of the statement by the Catholic bishops: "Of the educational programs available to the Catholic community, Catholic schools afford the fullest and best opportunity to realize the threefold purpose of Christian education among children and young people." *(To Teach As Jesus Did,* #101)

Some Catholics may think that tuition takes care of Catholic school expenses. But tuition is a recent practice. Up to 25 or 30 years ago, the funding for Catholic schools came from the regular church income. No one ever disputed the practice. While costs were lower in those years, so were the salaries of the contributing Catholics.

Catholics have decreased the amount that they contribute to the church over the last 40 years although their incomes have risen dramatically. If today's Catholics gave the same percent of their income as past generations gave, a sufficient amount of revenue would be generated to pay Catholic school teachers a just salary.

America benefits because Catholic schools graduate educated citizens who contribute to the welfare of the nation intellectually, morally, politically and economically. The educational history of many states record that public funds supported Catholic schools. The "wall of separation," when applied to education, is a recent construct of the public school monopoly.

The current movement to provide parents with real choice in education represents the most significant advancement in the democratic process since the era of the civil rights protests. Catholic school parents should be leaders in this movement and they should make allies with other groups whose needs are not being met by public education.

Call for action

The time has come for decisive action to be taken to pay Catholic school teachers justly. The following actions are proposed:

- the establishment of a timeline for the raising of educators' salaries so they reflect the message of the bishops in their pastoral, *Economic Justice For All,* and provide educators with a lifestyle appropriate to their ministry
- the publication of clear data regarding the finances of Catholic schools at school, parish and diocesan levels
- the regular reminder to the faithful by the bishop of each diocese and the pastor of each parish of the obligation to contribute to the formation of the youth of the diocese and parish
- the solicitation of funds from the business community to provide scholarships in Catholic schools so that more at-risk children can receive a quality education
- the organization of Catholic school parents with other groups so that pressure can be exerted on the political establishment to provide parents with the means to exercise their constitutional right of school choice
- the assurance of a quality education program in each Catholic school

The miracle of the American church is the success of Catholic schools. Thanks in large part to effective and dedicated teachers, the miracle continues to this day. However, Catholics must take decisive steps to ensure that the miracle continues tomorrow.❑

The empathic teacher

Photo by Carl Balcerak

Simple, shared exercises help to create the supportive environment in which children can express their feelings to one another.

When a child experiences a traumatic event, such as death or divorce in the family, appropriate school personnel are usually informed so that they can provide a supportive atmosphere for the child. Some unusual behavior on the student's part is therefore tolerated.

Irregular behavior cannot always be attributed to the insecurity of children following such events, however. Some children live in families that are still physically together, but are experiencing interpersonal problems or chaotic relationships.

Alcoholism or other forms of chemical dependency may be involved; there may be physical or mental abuse. Family members tend to be secretive about these kinds of problems; consequently, teachers are not aware of them.

A variety of behaviors, either singly or in combination, might indicate that a child is not receiving the support he/she needs from the family. Teachers should be conscious of a child who consistently:

- appears sullen or argumentative
- prefers isolation to being with others
- is over/under responsible
- denies having feelings or cannot express them
- is never sure how to read others' feelings
- expresses feelings of shame, guilt or being different
- has low self-esteem or takes self too seriously
- needs constant approval and affection
- has difficulty completing projects
- lies when the truth would be fairly easy to state
- is overly loyal to certain people
- overreacts to situations beyond his/her control

These behaviors are the child's efforts to reach out to others. These children must reestablish trust in other people by building relationships, and the sense of community created in the Catholic school can serve as an excellent foundation. Teachers can provide some of the emotional support that is not available at this time from the child's family.

"Active listening" is a simple exercise that encourages children to express their feelings to one another.

Each child tells another something about him/herself. The listener repeats to the first child what she/he heard. The roles are then reversed. This technique develops empathetic listening. At first, children will probably share only factual information. The activity can be extended to include two exchanges so that the children will be encouraged to offer items of a more intimate nature as they begin to trust their partner.

Before beginning this program, teachers need to develop a supportive classroom environment, remind students of confidentiality, and inform parents of the program. Through active listening exercises, alert teachers can help children to get to know one another and to express a community awareness in everyday life.

Classroom teachers who establish an atmosphere of warmth and support, and who listen to children with empathy, affirm these children. This sensitive personal concern can make up for some of the care that is lacking in the home, and help children feel they are accepted as part of the Christian community.

Suggested reading

Ackerman, Robert J., *Children of Alcoholics: A Guide for Parents, Educators, and Therapists*, New York, Simon and Schuster, 1983.

Black, Claudia, *Children of Alcoholics: As Youngsters, Adolescents, Adults*, New York, Ballantine Books, 1981.

Faber, Adele and Elaine Maylish, *How to Talk So Kids Will Listen & Listen So Kids Will Talk*, New York, Avon Books, 1980.

Mastrich, Jim and Bill Birnes, *The ACOA's Guide to Raising Healthy Children*, New York, Macmillan, 1988.

Traviss, Mary Peter, O.P., *Student Moral Development in the Catholic School*, Washington, DC, National Catholic Educational Association, 1985.❑

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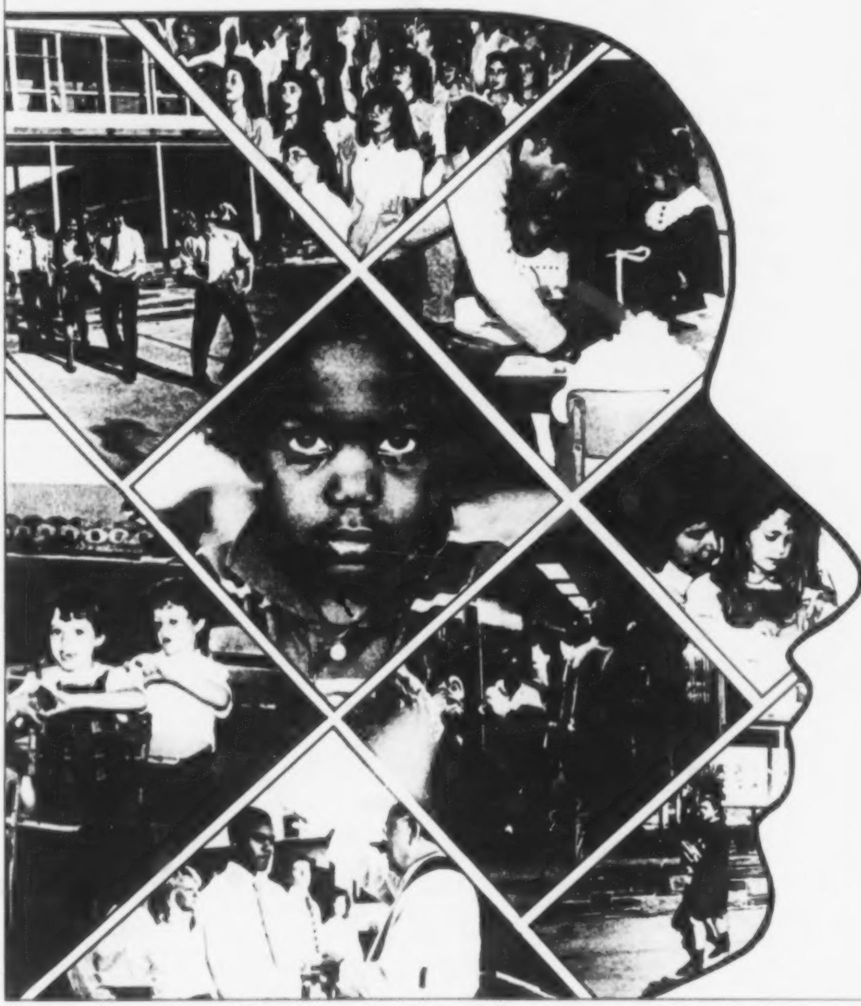
Profile of the beginning teacher

"Overwhelming," report first-year teachers of their experience in Catholic elementary schools. How can they be helped?

Barbara L. Brock



The first year of teaching is tough! Regarded by some as a "rite of passage" to be endured, for others it is the last year of their teaching career. Research tells us that the initial enthusiasm, confidence and eagerness of the first-year teacher is often replaced by disillusionment by the end of the year.

Problems result in feelings of frustration and failure. Many capable new teachers leave teaching before the end of their third year. Others grasp the first method that works and quickly adopt a "survival" mode of teaching, one that inhibits further professional growth and development.

What about beginning teachers in Catholic schools? What kinds of problems do they experience? What are their perceptions regarding the adequacy of their teacher training? What kind of assistance is provided once they are employed in a Catholic school?

Since much of the research on first-year teachers has involved only public schools, I conducted a study of first-year teachers in Catholic schools to answer the preceding questions.

In April 1988, I surveyed the 55 first-year teachers employed in Catholic schools in the Omaha archdiocese. I developed a questionnaire consisting of demographic and background data, along with four sections pertinent to experiences of a beginning teacher, for the study. Fifty-one (94%) responded to the survey. Seven of the teachers were randomly selected for interviews.

Dr. Brock is the principal of St. Philip Neri School, Omaha, Nebraska, and a part-time faculty member at Creighton University. This article is based on her dissertation, completed in 1988 at the University of Nebraska-Lincoln.

A profile of the teachers who participated in the study revealed that most of the first-year teachers were female and between 21 and 25 years of age. The subjects were almost equally divided in marital status, with a few more single than married. Slightly more than half had attended public high schools and colleges.

In addition to problems similar to those identified in studies of teachers in public schools, the results of the survey revealed three main areas of concern: the ministry of Catholic education; the transition from college student to professional; and a need for more adequate staff development designed for beginning teachers. Each of these concerns will be addressed here.

Teaching as ministry

In addition to teaching academic subjects, teachers in Catholic schools are expected to prepare children's liturgies, teach religion, model religious values, integrate Catholic values within the curriculum, and prepare children for sacraments. Indeed, teachers are expected to direct all activities toward fulfilling the goals of Catholic education.

How are teachers prepared for this important role? Most of the first-year teachers surveyed reported no college-level course work that prepared them to teach in a Catholic school setting. An analysis of responses by public college and Catholic college graduates revealed no significant difference in adequacy of preparation in the religious dimension of Catholic education.

It should not be assumed, therefore, that beginning teachers understand the goals of Catholic education and are equipped for teaching as ministry.

The following were identified by the first-year teachers as areas in which they had little or no preparation: planning children's liturgies; preparing children for sacraments; methods of teaching religion; teaching pro-life issues; integrating Catholic values into the curriculum; goals of Catholic education; modeling Catholic values; relating with religious faculty; and teaching human sexuality.

Once employed in a Catholic school, the beginning teachers who had not received adequate orientation and staff development in the religious dimension of the school reported feelings of frustration and inadequacy. When asked to identify areas in which they needed assistance, they most frequently cited children's liturgies and teaching religion.

The findings of this study make it evident that staff development in the religious orientation of Catholic schools is essential. It must be provided for all teachers new to Catholic education. Respondents were asked to suggest methods and content of in-service that would be most helpful in this regard.

Most of the teachers identified the need for an orientation to Catholic education before the opening of the school year. They wanted an overview of the church's teachings on the importance of Catholic education, and its mission, philosophy and goals. They recognized a need for this frame of reference to provide the necessary direction and focus.

They also requested continuing sessions, designed for beginning teachers, throughout the year. Content for the sessions should be determined by an assessment of the needs of the teachers being serviced, but must include the following: preparing liturgies, preparing children for sacraments, methods of teaching religion, and integrating faith values into the curriculum.

Role transition

The second theme apparent in the results of the study was the difficult transition from college student to professional educator. "Overwhelming" was the word frequently used to summarize the feelings of the first-year teachers. Some cited "reality shock" and the unexpected pressure from a multitude of sources—students, parents, faculty and administration.

Two areas identified as problems were "not having enough energy" and "managing stress." These responses are understandable since 69% of the first-year teachers in this study were between the ages of 22 and 25. It is likely that many were entering their first teaching job and simultaneously assuming adult responsibilities for the first time. Some were also newly married.

Beginning teachers who participated in the most in-service experienced the least problems.

What are the implications when a school administrator hires a beginning teacher who is also embarking on young adulthood? The teacher may desire assistance with personal needs such as: living arrangements in a new community; information regarding medical, banking, shopping and recreational facilities; and a clear explanation of the provisions of the teacher contract, health insurance and pension plans.

Within the school environment, the young teacher may need assistance in developing appropriate behavior when relating to parents, administrators and fellow teachers. One new teacher said: "I was accustomed to the role of a student, seeking help from my professors and parents; suddenly I am in charge and others expect decisions and solutions from me."

Many of the first-year teachers studied were not aware of the factors causing their stress; many thought the problems and frustrations they were experiencing were a result of their incompetence. They had no opportunity to talk with other beginning teachers and thought they were the only ones feeling overwhelmed.

It is important for administrators and experienced colleagues not only to help new teachers understand the commonalities of their problems but also to help them put their problems into proper perspective.

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Assistance Model for First-Year Teachers in Catholic Elementary Schools

Catholic college/ university	Diocese	Catholic elementary school	
Education and theology departments	**Elementary consultant**	**Principal**	**Mentor**
Participation in an enrichment program to assist pre-service teachers in understanding the ministry of Catholic education	Orientation in the goals of Catholic education and the structure and policy of the diocese Formation of a support group that meets regularly during the first year Sessions provided during the annual fall conference Development of a supervision and evaluation plan for use in Catholic elementary schools Adoption of an enrichment program to assist pre-service teachers in understanding the ministry of Catholic education	Initial interview Preschool orientation Selection and training of a mentor Ongoing faculty in-service that includes topics pertinent to needs of first-year teachers Monthly meetings Brief classroom visits and feedback Scheduled observations and feedback Opportunities provided for observation of experienced teachers End-of-year evaluation which includes a pre- and post-conference Participation in an enrichment program to assist pre-service teachers in understanding the ministry of Catholic education	Availability for unscheduled assistance Scheduled weekly meetings Demonstrations of classroom teaching and methods of classroom management Professional behavior modeled

Staff development

The final theme emerging in the study is the need for increased staff development designed for first-year teachers. Respondents were asked to identify the methods, content and frequency of in-service assistance they had received during their first year. Many indicated they had been offered very little assistance beyond informal meetings with the principal and other teachers.

When asked what kinds of staff development would be most helpful, they responded as follows: principal input on an informal basis; planned and spontaneous observation by the principal, followed by an informative conference; observing other teachers in Catholic schools; and help from a mentor.

One teacher summarized the induction needs by saying: "Don't expect so much; assume we know very little and tell us the obvious. We are afraid to say that we don't know how."

How significant is staff development in alleviating problems? To determine the relationship between the amount of in-service and frequency of problems experienced by the first-year teachers, the means of each variable were correlated. A negative relationship was determined. In other words, those who participated in the most in-service experienced the least problems.

General implications

Preparing teachers for Catholic schools is a multifaceted task. The formation of excellent teachers requires a cooperative effort between the undergraduate institution, the diocese, and the individual school of employment. Each should play a significant part in the preparation and development of teachers for Catholic schools.

The results of this study indicate that teacher training that is adequate for teachers in public schools is inadequate for teachers in Catholic schools. The spiritual as well as the academic aspects of Catholic education need to be addressed in undergraduate training. Courses and field experiences in the ministry of Catholic education need to be provided by Catholic higher education institutions.

If the population surveyed in this study is similar to others in the country, many teachers are entering Catholic schools who have been educated in public institutions. Diocesan- and school-sponsored programs should provide a shared vision of Catholic education and the ministerial skills needed in the classroom (see accompanying chart).

First-year teachers in Catholic schools want to become good teachers. They welcome input regarding their teaching performance and appreciate the assistance given in staff development programs. Their spiritual formation and growth in professionalism are the key to ongoing quality Catholic education. How well Catholic higher education, diocesan leaders, and experienced Catholic school educators cooperate in the development of beginning teachers will be a significant factor in the leadership and stability of tomorrow's Catholic education.❑

FROM THE FIELD

The teacher as leader

Are pre-service and in-service programs providing future and current teaching professionals with the skills necessary to assume significant leadership roles? Do teachers instruct children *and* influence decision making and "restructuring" efforts with similar ease?

Teachers need to know how to make a difference and to be given opportunities to do so, both in their classrooms and within the total school organizational framework.

One vocal proponent of the "school as a community of leaders" is Roland Barth. He believes that opportunities for teachers to lead will attract more able people to the profession and encourage them to remain in teaching.

Bringing out the best in teachers, Barth reasons, will bring out the very best in their students. Teacher-leaders also will be more invested in the school and more committed to the implementation of decisions concerning it. Finally, Barth argues, the recognition that comes with leadership opportunities will lead to greater job satisfaction.[1]

Do current practitioners agree? An informal survey of young teachers enrolled in the graduate education department at Marywood College, Scranton, Pennsylvania, generated responses supportive of Barth's notion.

But first, the group said, teachers' collaborative planning and decision-making skills need to be sharpened and their knowledge broadened. Problem-solving activities, experiences in public speaking with parent groups, creative planning strategies, case-study approaches to decision making, and experiences in interpersonal/relational skills with adults were seen as critical in teachers' preparation for effective leadership.

I recently visited a Catholic elementary school in Lake Forest, Illinois. The School of St. Mary had been chosen for a site visit as part of the U.S. Department of Education School Recognition Program. One of their strengths? Teacher leadership!

St. Mary's administrative team consists of the principal and two assistant principals, both of whom are also teachers. One assistant principal has responsibility for teacher supervision; the other for student concerns and programs.

This team meets monthly with a larger group called School Communication Improvement Team (SCIT), also composed of teachers. SCIT coordinates schoolwide activities and makes decisions regarding basic school operation. It connects with the balance of the teaching force through level coordinators for curriculum planning, instructional activities and interdisciplinary strategies.

Here is Barth's "community of leaders" who cooperate and connect for success! A survey of these teachers revealed a commitment and satisfaction that clearly permeates the entire educational endeavor at St. Mary's.

Enabling practitioners to be successful in this new era of "teacher empowerment" is a goal that must not be lost. The concepts of leadership, as well as training in basic leadership skills, need to be explored in both pre- and in-service settings.

Note

1. Roland Barth, "School: A Community of Leaders," *Building a Professional Culture in Schools*, Ann Leiberman, ed., New York, Teachers College Press, 1988, p.134.❑

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Sharers in the gift of God

A model certification program prepares catechists to instruct and form others within the community of faith.

Marie Anna Stelmach

In the many classes I have taught, I have noticed an anticipation in the students to move deeper into the study of theology. There is no longer an attitude of "I need this to get certified," but a hunger to delve into a study of the Good News.

Mr. Vincent Scozzari, quoted above, has been a member of the faculty of the Institute of Catechetics and Spirituality since it was established in 1978. His assessment of this adult education program for the Archdiocese of New Orleans is shared by many who view it as a model for diocesan certification programs.

The archdiocesan office of religious education conducts the Institute of Catechetics and Spirituality for the purpose of providing courses for:

- adults interested in deepening their spiritual life and in appreciating and understanding their faith, and
- catechetical and spirituality personnel desiring certification status within the archdiocese.

The Institute's programs, designed to meet the various needs and interests of the many ministers in the church, offer diverse opportunities in Scripture, doctrine, morality, spirituality, catechetics and the human sciences.

The certification programs are earmarked for catechists in early childhood, parish elementary, Catholic elementary school and adult settings. Programs are also offered for elementary and secondary school principals as spiritual leaders, for coordinators and directors of religious education, and for spirituality ministers.

Mrs. Shirley Bertucci, principal of St. Peter School in Reserve, Louisiana, is currently working toward the principal's certification. Having completed the course for the principal as the spiritual leader, she said:

> The course was a wonderful combination of instruction and faith sharing. The class members grew into a faith community by sharing gifts of

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their own spirituality.

The principal's certification requires eight credits in doctrine, Scripture, morality, sacraments or spirituality, and six credits earned in attending conferences for Catholic educators and/or administrators, new/experienced principals' retreat, Visions and Values, and the Hofinger Conference.

The various levels of catechist certification have some of the same basic requirements, but one difference is found in the approach to catechetical methods. Anne Delph, parish minister at St. Rita, Harahan, Louisiana, has taken early childhood, elementary and adult catechetical methods courses over the past eight years. Anne reflects:

> To sum up these years, I have been given a richer and fuller vision of God's kingdom. Gifted teachers, working with the Holy Spirit and a well-planned curriculum, enabled me to celebrate God's people and to build up with them our corner of his kingdom.

Paul B. Patin, S.J., associate pastor of Holy Name of Jesus Parish in New Orleans, is one of the 40 instructors for the Institute. Father Patin recently traveled across the 24-mile Lake Pontchartrain Bridge to teach a basic course in spirituality for the parish/school minister to a diverse group of catechists and other individuals interested in personal enrichment. This fall, he will commute across the Crescent City Connection Bridge, making the course available to New Orleans Westbankers in Algiers. His dedication reflects that of all the Institute instructors, each of whom has another full-time ministry.

The Institute sponsors approximately 60 courses within a year—during the fall, the spring and in two summer sessions. All courses are hosted by parishes, and care is taken so that the courses rotate within various deaneries and are offered at various time in order to meet the needs of the participants.

The parish and school personnel who host the courses not only provide a great service to the archdiocese, but consider it a privilege. The gracious hospitality offered often "puts a parish on the map."

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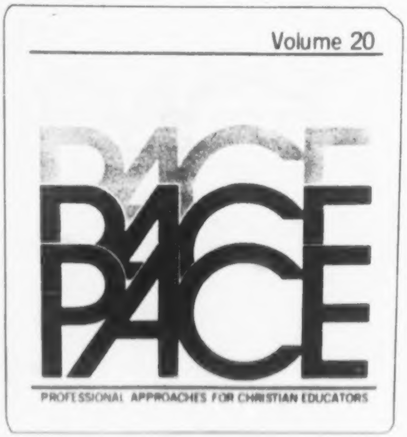

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FROM THE FIELD

A teacher remembers

Whether walking through crowded halls in September or sitting on a graduation dais in June, a high school teacher inevitably reminisces about years gone by. Many memories cause a smile or even an outburst of laughter. Some bring old, forgotten anger to the surface again.

All these remembered events taught the teacher something. They taught about the self: likes, dislikes, character, morals, relationships. They surely taught a great deal about others. Looking back not only increases the teacher's understanding of childish behavior, but also renews appreciation of the childlike qualities young people possess.

It is very important for an educator to remember what it was like to be young.

I remember being in high school and waiting at the bulletin board every morning to see the list of teachers who were absent. The posting of this list often met with cheers. Could I get the homework I was supposed to do last night done now? Was the test I did not really study for canceled? Was I going to get out of school early?

Now, as a teacher walking through the halls in the morning, I get the inevitable question, "Mr. A., who's out today?" My answer brings responses ranging from cheers and "high fives," to comments about homework and tests, to maneuvering for early dismissal. I laugh, remembering the bulletin board, grateful that some things do not change.

It is self-evident that teachers should enjoy young people. Recognizing and dealing with their problems, while not getting in the middle of them, is a talent that teachers need to develop. This development is enhanced when an educator can look back and remember adolescent attitudes, emotions and difficulties.

Because a person is young does not mean that her/his problems and opinions do not count. Proportionally, the adolescent is struggling with situations that are comparable to those of an adult. Because adolescents are dealing with many things for the first time, they need others with experience to be there to listen and understand.

The last thing an adolescent needs is someone who will think for him/her, dictate, lecture or command. Most often, a teacher can serve best as a sounding board.

Some adults feel that to mature is to do away with childlike ways. But if an educator blocks out childhood years, communication with the adolescent, both in and out of the classroom, deteriorates. This communication can then become one-sided—"children should be seen and not heard."

It is remarkable how students respond to someone who takes the time to understand, someone who cares and is not afraid to show it. Each person's style of teaching and dealing with students is different, but young people have an uncanny way of detecting when a teacher is caring and genuine.

Someone once said: "Youth is wasted on the young." Maybe, when looking back on his/her youth, an educator can appreciate and embrace what was experienced and learn from it. Such a teacher can give to the youth of today what is most needed: a listening ear, an understanding heart, a shared experience.❑

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participants, course requirements may be completed in any order. Currently there is no time limit to completing the requirements, but most participants do so in a two- to six-year period. Certification is granted upon completion of the requirements, earned either through the Institute or through other approved institutions, an application and the recommendation of one's pastor.

Certification must be renewed each four-year period by taking a minimum of four certification credits (the equivalent of 40 clock hours). These renewal credits may be earned through attendance at workshops sponsored or approved by the office of religious education or through participation in other Institute-sponsored, advanced level courses. These include human sexuality, the Rite of Christian Initiation, prayer experiences and spiritual journeys, and a family perspective in church ministry, among others.

The Institute of Catechetics and Spirituality is moving into its 13th year. Its growth is characterized by an increasing number of participants, a greater variety of offerings, and a spirit of enthusiasm and spiritual "hunger" among the participants. Collaboration with universities, colleges and other institutions in the archdiocese is also a mark of the Institute's maturity.

The teacher of religion, a minister of the word of God, is much more than an instructor of religious studies. He or she is concerned with the formation and development of faith. These ministers understand that God's word is not heard in isolation, but within a community of believers, where the Gospel is proclaimed, celebrated and lived.

Indeed, "the Divine Word becomes present in catechesis through the human word," inviting others to become "sharers in the gift of God." *(General Catechetical Directory*, #32).❑

Arriving where we started

The entire liberal arts college must cooperate in the preparation of the foundational elementary school teacher.

Leona McCaughey-Oreszak

Elementary school teachers exist in the most ambivalent place in the educational process. What occurs at this level is central to the quality of schooling that follows, yet the importance of elementary teachers is consistently overlooked. Viewed as generalists, they have been trained historically not as "masters" in knowledge but as "teachers" in know-how.

Today they labor unobtrusively as specific grade teachers. When they are affirmed, it is usually ever-so privately by parents or by a student who returns in later life to offer gratitude.

It is time for a public shift. Elementary school teachers' role and status must be placed center stage. To make such a shift, the two main philosophies of teacher preparation will need to be merged so that elementary teachers become both masters of content and teachers of know-how.[1]

This approach is most suited to teacher preparation within a liberal arts context. The liberal ideal, with its emphasis on thought and expression, its stress on the wholeness of knowledge rather than discrete facts, can enrich an educational scene which, in our era, has been described as mediocre.

The preparation of elementary teachers will need to be a joint venture, and attitudes in this venture will be key.

Many times, ownership of the student becomes an issue on the liberal arts college campus. If the student is among the most talented in a particular department, academic advising may be centered on choosing courses in light of further study and research. The fact that this student wants elementary teaching is seen as a waste. Even the college which values teaching,

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Preparing to teach on the elementary level, a college student reviews children's literature with faculty members from the departments of English and education.

Photo by Theresa Gawles

Photo by Theresa Gawles

A laboratory course prepares an elementary level student teacher for a hands-on approach to teaching science.

and sees it as integral to its mission, may not empower students who wish to continue the mission on lower levels.

The responsibility for teacher education, then, does not rest solely with schools and departments of education. It is the responsibility of the entire college.[2] Partnerships with elementary and secondary schools also are called for in preparing future teachers, but the focus here is on campus communication.

College efforts do not involve a watering-down of course content or an "aside" application of content for the future elementary teachers in a particular class. Efforts do involve discussions about relationships between disciplines and how these disciplines can be approached.[3]

Teaching methods appropriate for elementary level can also be learned within the major subject area. Papers written in an English class using cooperative learning strategies, for example, give the student an experience of what it is like to teach and learn in this mode. The strategy is then transformed from a theory covered in a lecture to a practical application in the future teacher's academic life.

Another necessary area of collaboration between major subject area and education faculty is in the supervision of student teachers. The college representative who performs this role has at times been a part-time faculty member hired solely for these supervisory visits. Such a supervisor does not know and has never taught the student. Full-time education faculty, working in part with major subject faculty, should perform this task.

The benefits of this supervisor shift affect all concerned. The support given to students is much more real when it comes from those who know them. When student teacher needs are observed, recommendations for change can be followed up in both education and subject area college classes. And the faculty member in, for instance, the science department can actually see and delight in the student teacher's application of the scientific method in her/his fourth-grade class study of local ecology.

The education of elementary teachers must also answer the question: What knowledge is of most worth? The breadth and depth definition of the liberal arts can guide the response. Given the vastness of the elementary school curriculum, future elementary teachers need to study in the various divisions of the college curriculum. When there is a choice in the general education area, those in charge of particular education programs should direct that choice.

In addition, today's world and classroom demand teachers who have knowledge of and appreciation for cultural differences. Study in this

A recent study by the Association of American Colleges on the need for collaboration between arts and sciences and education faculties, titled *Those Who Can*, is reviewed in the book review section of this issue. Check it out.

area, if not already a collegewide requirement, is a must for future elementary teachers. The same is true for laboratory science and mathematical knowledge and reasoning.

The education department also must reflect on its own instructor requirements. In preparing liberally educated students, its members must be liberally educated themselves.[4]

Cognitive psychology, then, is not taught only by a psychology professor, it permeates all education studies. Teachers of methods courses must know the research that relates to certain content area teaching. For instance, in learning to teach social studies, students are held responsible, as they prepare units, for including their analysis of why and how certain concepts will be taught. Such an inclusive assignment usually exacerbates students, who prefer to prepare the single ditto sheet which carries no meaning or relationship to broader course work.

Educating students liberally means preparing them with much more than a bag of tricks.

The formation of excellent, educated elementary teachers will not be an easy task. Their love for children is a starting point, but it is not enough. Although elementary teachers need not be movers and shakers, they and their instructors need to engage in analytical reflection. This ability is a natural by-product of a true liberal education.

Liberal education has been a vehicle for synthesis, for meaning, for human values. In the process of achieving these goals for elementary teachers, a commitment of both head and heart is demanded of all their college instructors.

The status of elementary school teachers educated in a liberal arts context will not change overnight. They will still need great ego strength. But when the public begins to realize what is actually occurring in these teachers' classrooms, they may fear less the National Commission on Excellence in Education's "rising tide of mediocrity."

Instead, they may reflect with hope on T.S. Eliot's words in *Little Gidding*:

> We shall not cease from exploration
> And the end of all our exploring
> Will be to arrive where we started
> And know the place for the first time.
> Through the unknown, remembered gate
> When the last of earth left to discover
> Is that which was the beginning;
> At the source of the longest river
> The voice of the hidden waterfall
> And the children in the apple-tree
> Not known, because not looked for
> But heard, half-heard, in the stillness
> Between two waves of the sea.

Notes

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2. J. Lanier and J. Featherstone, "A New Commitment to Teacher Education," *Educational Leadership*, vol. 46, 1988, p. 20.

3. E. Travers, "Rally Around the Liberal Arts: And Pedagogy Comes Tumblin' After," quoted in *Beginning Dialogue: A Report from the Bread Loaf Conference on Teacher Education and the Liberal Arts*, Middlebury, VT, October 22-24, 1987, p. 7.

4. R. Brandt, "On Assessment of Teaching: A Conversation with Lee Shulman," *Educational Leadership*, vol. 46, 1988, p. 46.❏

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Momentum

Dateline: Guatemala

Antraco
Little Chief

Photo courtesy of SODIFAG

Although they manage to survive as street persons, these Guatemalan youngsters lack even basic eductional skills.

Whether they instruct the indigenous poor or the privileged classes, teachers in Guatemala are engaged in a difficult work of justice.

Patricia Feistritzer

The teacher in Guatemala faces a formidable challenge. Some 50% of the population is illiterate; 87% have not completed the primary grades; only 68% of the country's 1.48 million primary-age children were enrolled in school in 1988.

These statistics are not surprising in view of the economic and class structure of the society. According to a recent report by Catholic Relief Services (CRS), the official relief and development agency of the U.S. Catholic Conference, based in Guatemala:

- 80-82% of the people subsist at the poverty level. Three-fourths of this group are Indians (indigenous); the remainder are marginalized Ladinos (mixed Spanish and Indian descent).
- 10-15% are middle-class Ladinos faced with a growing trend toward marginalization.
- 2-3% of the population are very wealthy Ladinos.

CRS officials also report that, from 1980-1987, the government spent only an average of 1.9% of its gross domestic product (GDP) on education. "Of this pitifully low amount," they state, "nearly 94% goes to operating expenses and salaries, while only 3.8% goes for investment (textbooks and materials) and construction of new

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Mrs. Feistritzer is the editor of Momentum.

schools." The average teacher salary is 700 quetzals per month, approximately $175 in American money.

These are the chilling educational statistics about a far-away (it seems) country, often imaged by North Americans as a lush, mountainous land peopled by carefree, colorfully garbed descendents of the fabled Maya Indians. This image clearly fails to present the social reality of Guatemala.

In an effort to understand that reality and the justice concerns it raises, I accompanied a group of American Catholic youth ministers on an immersion trip to Guatemala in July. The trip was sponsored by Global Horizons, a program of the Global Education Office of Catholic Relief Services, directed by Kathleen Kenney.

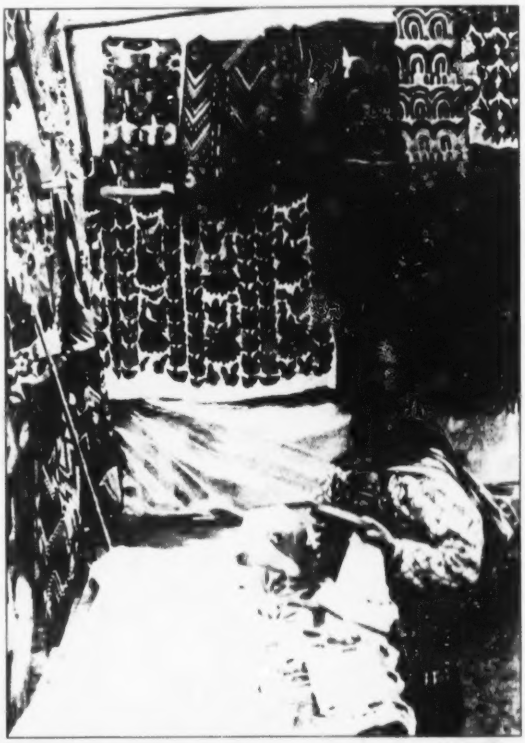
An inkling of the challenge confronting the teacher in Guatemala may emerge through two experiences during that visit.

The Parish Market, sprawled over several city blocks in central Guatemala City, is an open-sided, roofed labyrinth of crowded stalls. Bananas—many varieties—mangos, beans, potatoes, onions, squash, watermelons and sacks of coffee beans overflow the wooden bins and line the muddy aisles. A constant stream of men—and youngsters—carry sacks of produce from the trucks and broken buses ringing the market.

Indian women and girls (yes, dressed in their brightly woven skirts and embroidered blouses) lower large bundles from their heads to unpack clothing, scarves, bedspreads, blankets—along with silver and beaded jewelry—for their stalls. Woven baskets and cooked food are displayed. Grimy, barefoot, but surprisingly bright-eyed children dodge in and out; young mothers modestly nurse their infants.

The Global Horizons group, guided by their Guatemalan interpreter, are led through the commotion to a hardly noticed flight of stairs. It leads to a clean-swept upper room—the market school. Children look up cautiously as they work at narrow wooden tables where papers, crayons and paints are laid out.

Romero, the master teacher, is pleased to see the visitors. He explains, through the interpreter, that the program he directs at the Parish Market is one component of the SODIFAG (Society for the Development of the Integrated Guatemalan Family) educational



Amid the display of her woven wares, an Indian street vendor works on her embroidery.

A SODIFAG student spends an hour on her lessons before resuming her work as a vendor in the Parish Market of Guatemala City.

Photo courtesy of SODIFAG

outreach.

Laughing, he interrupts his explanation to introduce Veronica, the 4-year-old clinging shyly to his legs. Veronica cannot speak because of an emotional disturbance, he says, but she is getting help through the program.

Romero urges the other children to come forward and identify their posters from among the many pinned to the schoolroom bulletin board. Each poster is lettered in Spanish: "My problem is..."

Words and drawings complete this statement, some starkly, others with colorful fantasy: "I play too much," "I have no house." Unabashed by its significance, each child proudly points out his or her work of art.

Sylvia, 20-years-old, arrives and is introduced as one of the 29 teachers in the SODIFAG program. As she gathers an armful of folders, each marked with a student's name, she cheerfully invites the Global Horizons group to accompany her on her tutoring route through the market.

She will indicate, she says, when the group should stand back—some of the children are distrustful of strangers—and when it is all right to take pictures. Veronica manages a small wave; the other youngsters, back at their lessons, call out goodbyes. Their special problems allow them an hour's reprieve from day-long duties in the market for lessons in this quiet, secure room.

Stepping aside for well-dressed women shoppers and burdened workers, Sylvia leads the way to her first student. He spots the teacher with a smile and clears a little space among the onions for the small, wooden board on which he spreads open his folder.

In the midst of the market's chaos, he listens carefully as Sylvia explains his individualized lesson for the day. Grasping his pencil, he begins his hour of school work. Sylvia moves on but she will retrace her steps, in the course of her busy day, to each of her 30 students working throughout the market.

In a later interview, the Global Horizons group learn from Mario Morales and Margarethe Molles, co-directors of SODIFAG, of this effort to reach some of the 10,000 unschooled, working children in Guatemala City. Aged 4 and up, the children work not only in several large markets, but also as street vendors.

Many live on the street, separated from their families, left to their

Educators of faith and courage

One in the Spirit/Unidos en el Espiritu involved Catholic educators in the USA and Guatemala in an exchange program cosponsored by the National Catholic Educational Association (NCEA) and the National Association of Catholic Schools of Guatemala (ANACC).

In February of this year, the American project director **Mr. Michael Guerra,** executive director of NCEA's secondary school department, and 10 diocesan/school administrators visited Guatemala. They toured Catholic schools in the capital city, in towns and villages during their 10-day trip, and met with church and government leaders.

In November, a group of Guatemalan Catholic educators replicated this experience in New York City and Washington, D.C. The February hosts, now honored guests, included **Senora Ana Josefina Fuentes de Rivera,** Guatemalan project director and president of ANACC, and **Bishop Rodolfa Bobadilla,** president of the Guatemalan Bishops Conference.

One of the participants in the Unidos project was **Sister Sandra Theunick, R.S.C.J.,** then head of Forest Ridge School in Bellevue, Washington. She recorded her impressions of the visit in a short piece titled "Guatemalan Adventure." Excerpts from that writing follow.

"ANACC worked hard to insure our exposure to the broad range of educational settings in Guatemala. We visited schools equipped better than Forest Ridge and schools which had no textbooks. We saw children of privilege and children of great poverty....

"If I needed to choose one word to describe these educational enterprises which work with the very poor, it would be *courage*. These schools depend very much on donations and receive little assistance from the government.... Vast numbers of children are being educated in faith and academics in spite of insurmountable obstacles. The tangible and unsurpassed dedication of the educators impressed me deeply....

"So what did I learn? I learned about hospitality. In my life I have never experienced such a 'being with' and sharing of meager resources as I did during these 10 days. Every gesture was genuine....we shared meals and conversation with rich and poor alike....When the ANACC group comes to the USA in November, we will have a ways to go to match their welcome.

"I learned about courage and educational vision....in spite of limited resources, government threats, tremendous difficulty in finding dedicated teachers, these schools meet the needs of hundreds of children every day. Lack of *any* textbooks appears to be no obstacle, nor does lack of money, power, water, personnel. These folks work miracles among the poor with very little....

"I learned that what I do for a living is extremely valuable as long

Indian and Ladino children surround Sister Sandra Theunick, not quite sure what to make of this visitor to their Catholic school.

as I am involved in educating agents of social change. One of the most impressive Catholic schools we visited was Primavera (Springtime), staffed by teachers in training at Belga Academy in Guatemala City.

[Colegio Experimental Primavera is located in Milagro, a marginal neighborhood of poor Indian and Ladino people outside of Guatemala City. Privileged Ladino girls, 16- to 17-years-old, who attend Belga Academy, also a Catholic school, earn their student teaching credit at Primavera—and comprise the school's total teaching staff.]

"This is a concrete example of the 'linking' of institutions so as to be mutually enriching.

"Personally, I found the work in Guatemala attractive in many ways. It is obvious that one is 'helping.' I have learned once again, however, that helping society change can take many forms. Educators in Guatemala are faced with many of the same challenges that we are in the USA. The collaboration and mutual support among Catholic educators of rich and poor alike is something from which I drew much inspiration....

"I experienced in very tangible ways that God is at work in Guatemala. The Guatemalan people have tremendous faith. Although they describe themselves as a suffering people for whom Good Friday is the focus of the liturgical year, they are a people who appear to pray and to hope without ceasing. I was humbled by their faith and their vision and courage as educators."❑

P.F.

own resources. For them, SODIFAG has established several small houses, one with showers and sleeping space, where they come daily for tutoring.

"These children work eight to 14 hours a day," Senor Morales explains. "But we have managed so far to enroll 600 of them in our program."

SODIFAG's educational program is working. Basic skills are being learned, imaginations are being freed, the children's perspectives are being expanded. Senora Molles creates the curriculum with these objectives in mind, and the small office staff prepares the student folders.

Although SODIFAG is Guatemalan-based, badly needed resources are donated by several international agencies. The social and political realities of Guatemala hamper the work at every turn. Senor Morales gives the background of this reality, a story repeated in the many interviews arranged for the Global Horizons group.

The root cause of the "inhuman poverty" of the majority of the people is the severely unequal land distribution in Guatemala's predominantly agricultural economy, where 2.1% of the population controls 65% of the arable land.

The Indians, driven off their lands, now labor for the large landowners, both Guatemalans and internationals, and market their products. They have become second-class citizens in the country where their ancestors flourished.

In the words of the Guatemalan bishops' pastoral letter *The Cry for Land* (1988), the majority of people experience "high rates of illiteracy and mortality, lack of housing adequate to maintain the dignity of family life, unemployment, underemployment, malnutrition and other evils."

The directors and teachers in SODIFAG's program are undaunted by these realities. They are urging the Ministry of Education to allow their students to take examinations and be given grade status and the opportunity for advancement in school.

They also met recently with representatives from the Catholic schools, and many have agreed to SODIFAG's proposal to exempt Catholic school students from one day of classes in order to work and donate their earnings to the program. Discussions are underway too to allow Catholic school student teachers to work in SODIFAG's program for their practicum credit.

These cooperative efforts, Senor

Morales says, would not only bring resources to the fight against illiteracy. It would also increase awareness among Guatemala's middle and upper classes.

Teachers struggle to teach social awareness as well as basic skills to the children of Guatemala.

As the youth ministers on the Global Horizons trip drive into the beautifully tended campus of Colegio Monte Maria, they are met by the "sound of music." The secondary school marching band is practicing, and the white-bloused, plaid-skirted girls step smartly over the parade ground. It is lunch time at the primary through grade 12 Catholic school. Clusters of girls eat their lunches picnic-style on the lawns; groups of teachers are gathered in classrooms and lounge areas in the several buildings that dot the campus.

The Global Horizons group are somewhat dazed by this oasis within Guatemala City, where drab streets are crowded with vendors and every building seems to be buttressed by plywood and corregated metal shanties. Nevertheless, they set about locating Ana Josefina Fuentes de Rivera; they are early for their interview with her.

Once located, Senora de Rivera greets them graciously in fluent English. A teacher at Colegio Monte Maria, she is also the president of the Asociacion Nacional de Colegios Catolicos de Guatemala (ANACC).

The ANACC, she explains, is currently concerned with three educational priorities: to educate from the reality of the country; to provide continuing formation of teachers; and to work in the schools in ongoing dialogue with the total pastoral mission of the church.

Senora de Rivera then asks the group to share their experiences thus far, and nods understandingly as their painful impressions are voiced. It is difficult, she agrees, to adapt to the great class differences in her country.

She explains that her school, like many Catholic schools in the country, enrolls poor, middle and upper class Ladino students. Colegio Monte Maria was founded by the Maryknoll Sisters, she says, several of whom are still part of the staff. The ownership and administration are now in the hands of the laity, however. They see the need to bring the reality of Guatemala to their students, whom they hope to form as committed Christian leaders who will try to change this reality. It is not an easy task.

The Indian people are an oppressed and culturally marginalized group, Senora de Rivera says. Although they are the majority, they are isolated by longstanding prejudice and by language differences—rather than Spanish, they speak some 23 indigenous dialects. Ladinos find it difficult to respond to the relatively recent concern for social justice as it affects the Indians.

This too is a familiar story to the Global Horizons group. Indeed, they have been told that "justice" is a dangerous word in Guatemala. Although the country has had a civilian-ruled government since 1986, the military continues to hold a great deal of power. Furthermore, presidential elections, scheduled for November, have increased the "cycle of violence," according to the CRS report.

"As recently as four years ago," Senora de Rivera says, citing one example, "one of our ANACC members who attempted to teach the 'reality' of Guatemala was, out of fear, forced to leave the country."

Furthermore, Ladino parents are anxious to protect their children and their lifestyle, and the young people are shocked when long-accepted patterns of behavior and attitude are challenged. Teachers, too, she says, either resist awareness or struggle for ways to impart to their students a reality suppressed in textbooks and ignored in everyday living.

"We have much greater support for our efforts," she hastens to add, "now that the archbishop of Guatemala, Prospero Penados del Barrio, is speaking out forcefully against abuses." He has established a Human Rights Office which aims to educate the people about and document human rights violations.

"Nevertheless, it is a slow and painful awakening for our students and their families," Senora de Rivera says.

She knows of SODIFAG's work and the agreements reached to elicit Catholic school student's support and involvement. She also clarifies the Global Horizons group's puzzlement regarding student teachers from the secondary schools.

Secondary students at Colegio Monte Maria elect one of three career tracts—secretarial, college preparatory or teacher training—for their junior and senior years. Those in teacher training remain an extra year to complete the three-year program, earning their practicum credits by teaching in the preschool or primary grades. Upon graduation, these students are certified to teach early childhood or elementary levels.

Senora de Rivera says she doubts that Catholic school student teachers would be officially certified by the Ministry of Education to take part in the SODIFAG tutoring experience, but her enthusiasm for the prospect is clear.

"We need your understanding and your prayers," she tells the Global Horizons visitors as she accompanies them across the campus to their van. "Educating our Catholic school students in social awareness about Guatemala is as great a challenge as educating the children in the marketplace and on the streets in basic skills."

The teacher in Guatemala faces a formidable challenge.

Background materials

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Mary Jo McConahay, "Popular Ex-dictator Promises an Iron Fist to Guatemalans Hungry for Law and Order," *National Catholic Reporter*, August 24, 1990.

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Griffin Smith, Jr., "Guatemala: A Fragile Democracy," *National Geographic*, June 1988, pp. 769-802.

"The Maya" (series of four articles), *National Geographic*, December 1975, pp. 729-811.

Organizations

Mario Morales, Director
SODIFAG
Calzada Aguilar Batres 21-10, Zona 11
Cuidad Guatemala, Guatemala
(Welcomes inquiries re becoming a donor to the program.)

Lic. Ronalth Ivan Ochaeta Argueta
Coordinator
C[illegible]a de Derechos Humanos
Arzobispado de Guatemala
7a Avenida 6-21, Zona 1, 01001
Apartado Postal 723
Cuidad Guatemala, Guatemala
(Publishes monthly newsletter, "Clamor," on archdiocesan human rights program; seeks financial support.)

Los Artesanos de San Juan
P.O. Box 9128
Portland, OR 97207
(USA contact for women's cooperative weaving project in Guatemalan village; seeks donations of materials and finances, information on marketing outlets. *Las Mujeres de San Juan*, a 20-minute video on the project, is available for $35.)

Film

Under the Gun: Democracy in Guatemala, Film Library, Church World Service, 28606 Phillips Street, Elkhart, IN 45615.❑

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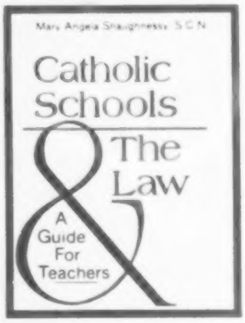

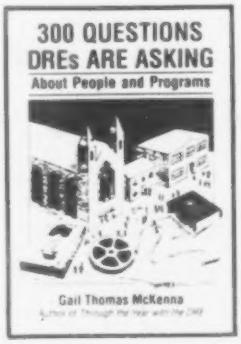

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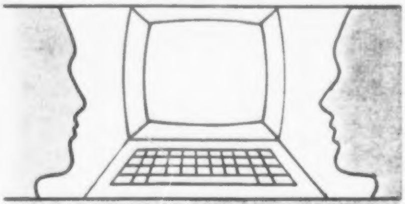

Trends in technology

Distance education via ITFS

Angela Ann Zukowski

Catholic schools with smaller budgets and fewer teachers are facing some tough decisions. What do they do when additional courses are desired or required in the curriculum? What if the school does not have enough classes to warrant hiring a full-time teacher for a particular subject?

There is a practical solution. Seventeen dioceses and over 101 colleges and universities in the USA are using Instructional Television Fixed Service (ITFS)—a closed circuit, microwave television system.

Recently I spoke with Steven Gorski of the Network for Instructional TV, Inc., Kenneth Murr of Creative Learning Technologies, and the directors of ITFS in several dioceses. The following comments reflect their insights about the potential ITFS offers Catholic schools.

Why ITFS?

Why teach via television? Instructional television is a powerful motivator. Literature, history and the arts assume a more affective dimension as the sights and sounds of the countries of the world evolve into the classroom. TV can pace the learner, challenge, comfort and capitalize on the receptivity of most young people to the visual and aural. It can put the viewer/learner in the center of a problem, then provide analytical tools to solve it. It can make review stimulating by applying newly acquired skills in a different context.

An instructional television program represents hundreds of hours of planning, research, organization and conversion of ideas to practical segments of instruction. Furthermore, it maintains a steady enthusiasm and efficiency, unlike the human whose capacity to sustain the quality level is eroded by interruptions and other responsibilities.

ITFS responds to the pressing needs of Catholic schools by enabling excellent teachers to "bilocate" to every school in a region. These schools can also offer a greater variety of courses—foreign languages, advanced math and science, computer training—as well as teacher in-service, by sharing a single cost.

What is ITFS?

ITFS was created over 20 years ago by the Federal Communications Commission (FCC) primarily to provide in-school instructional and cultural programming. Today ITFS is used to bring quality educational opportunities into the school, the church and home. Dioceses are using four ITFS channels to address the specific needs of diverse groups within the church.

ITFS can only be received at sites equipped with a special antenna which picks up microwave frequencies and reconverts them to the lower frequency of a standard TV set for viewing on an unused VHF channel. One antenna will serve an entire school building or parish complex through the addition of amplifiers and cabling into different rooms.

How is ITFS acquired?

An ITFS applicant must be an educational institution or governmental body engaged in formal education of enrolled students. Nonprofit organizations formed to provide instructional materials to such enrolled students, as well as nonprofits eligible to be licensees of noncommercial education broadcast television stations, may also apply.

Legal and planning procedures follow. The applying diocese needs to consider the perspective audience of the ITFS programs. If programs are available to address the specific needs of the Catholic schools, the diocese can move forward.

A series of technical issues can then be addressed by a consulting engineer who studies the geographic area to be covered by the diocesan ITFS station and makes sure its signal will not interfere with broadcasters using adjacent channel frequencies. The diocese then files an application with the FCC, working with a qualified communications attorney. Several persons are identified at the end of this article as potential consultants and/or resource persons.

There is no filing cost for the ITFS license. Expenses are related to the technical and legal fees to prepare the application for the ITFS station and receive sites.

Capital and operational costs will vary from diocese to diocese. The transmission equipment is a fixed cost, unaffected by the number of receive sites (1 or 50). A diocese can choose to have one to four ITFS channels. The number of sites (schools/parishes) receiving the signal will also affect the cost of the system. Dioceses consulted indicated their initial cost was around $200,000.

In some dioceses, several educational or nonprofit institutions collaborated in acquiring ITFS. This joint venture makes ITFS financially feasible because the capital and

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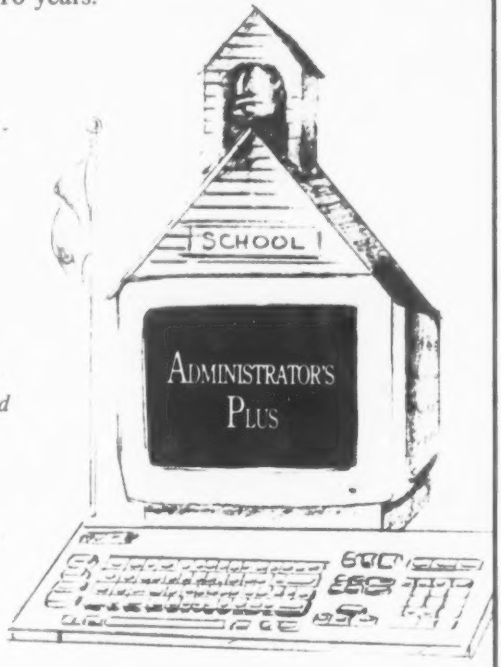

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operational costs are shared by all. Another alternative is collaboration with the Public Television Station (PBS), which can offer technical assistance, production facilities and excellence in programming.

What are the sources of educational programs?

Some dioceses with ITFS have video/instructional production studios; most do not. A diocese may lease programs through instructional video libraries located across the country. Great Plains National (GPN)-Lincoln, NE; Western Instructional Television (WIT)-Los Angeles; TV Ontario-Chapel Hill, NC; Britannica; National Instructional Satellite Service (NISS)-Columbia, SC; Agency of Instructional Technology (AIT)-Bloomington, IN; or the Public Broadcasting System are a few sources.

To further assist school systems in the acquisition of instructional materials, regional organizations have been formed, i.e., Central Educational Network (CEN), Pacific Mountain Network (PMN), South Eastern Communications Association (SECA) and others.

The Catholic dioceses using or preparing to use ITFS are engaged in a consortium called the Catholic Television Network (CTN). Member dioceses and organizations include: Bay Area, CA; Boston, MA, Brooklyn, NY; Chicago, IL; Detroit, MI; Los Angeles, CA; New York, NY; Orange, CA; Rockville Centre, NY; San Bernardino, CA; Wichita, KS; Yonkers, NY; Youngstown, OH, Baltimore, MD; Dallas, TX; St. Louis, MO; WLAE-TV, New Orleans, LA; and the Catholic Telecommunications Network of America (CTNA). CTNA also offers a variety of programs.

CTN members meet regularly to discuss the development of ITFS in respective dioceses and explore joint leasing of instructional programs.

Membership in CTN is funded in a variety of ways. Most dioceses charge a small fee as a part of tuition for each student in the Catholic school receiving ITFS programs. The Diocese of Orange charges $.67 per student per year; the Dioceses of Rockville Centre and Brooklyn charge between $2-$3 per student annually. The dioceses also invest anywhere from $130,000 up for the operation of the system. Some of these dollars are acquired through the diocesan Catholic Communications Campaign, local foundations and special fund drives.

ITFS in action

Approximately 53,000 elementary and secondary students in the Archdiocese of New York were educationally influenced this past year by the 120 series which were broadcast by Instructional Television (ITV). Dial-a-Lesson was a useful and popular way for teachers to get programs shown at times other than when regularly scheduled. Many teachers recorded the programs with their VCRs and used them with two or three different classes at a time most convenient for all.

In addition, Sister Rita Nowatski, archdiocesan associate superinten-

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dent of schools, in cooperation with Schenectady County Community College, made arrangements with ITV to broadcast a special mathematics telecourse for teachers at the middle school level. ITV received the eight-part series from satellite and rebroadcast the programs each week to participants at designed locations. At the end of the course all teachers were issued a certificate of satisfactory completion.

According to Sister Helen Horton, ITV program director, environmental education will be key in the 1990s. Therefore, science programs which foster environmental awareness will be offered as part of the science curriculum in the fall. Instructional programs will include the greenhouse effect, a four-part program on the history of the Adirondack and Catskill Regions, and eight programs on ecological issues.

Like most of the CTN affiliates, the Archdiocese of Detroit's CTN/D has four ITFS channels. Channel two, educational programming for K-12, is broadcast daily and is also distributed to schools within the cable system.

Channel three is a teleconference channel intended for lectures, seminars, workshops and conferences at both national and local levels. Each vicariate of the archdiocese has a teleconference site capable of recording the programming, transferring data back and forth, and printing out any study guide materials. A three-channel ITFS repeater broadcast capability at Emmett, MI, allows the programming to reach the far northern reaches of the archdiocese.

All the CTN diocesan directors have interesting stories to support the success of ITFS for their dioceses. As more dioceses become licensed for ITFS, more creative success stories will be told.

The world is facing a period in education comparable to the introduction of the printing press 500 years ago. In converting to the use of books, people confronted problems similar to those related to instructional technologies today: a potential loss of the human factor, the necessity for a new educational model, career shifts, massive needs for capital investment, equity issues. The shift to the printed word for information dissemination ultimately did result in increased learning and new frontiers for education.

The ITFS opportunity challenges Catholic schools to achieve even greater educational gains by the year 2000.

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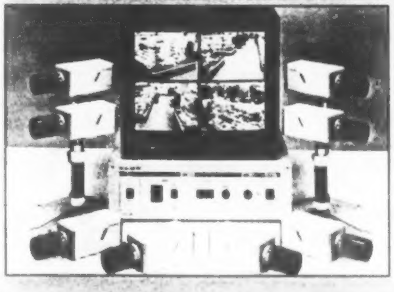

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Classroom corner

Saints for the 90s: Elizabeth Ann Seton

Kathy Coffey

As we engage in teacher training, it may be helpful to hold up a model who won the ultimate Teacher of the Year award: sainthood. Those steeped in Catholic tradition can perform a mental equation: "Elizabeth Ann Seton = founding of the American Catholic school system." But in that easy formula, we may overlook the richer story of a woman whose many struggles and triumphs were not unlike those we meet in our classrooms each day.

Her story sounds like Cinderella's in reverse. Betsy Bayley, the doctor's daughter, led a charmed life in New York just after the winning of American independence. Her marriage to William Seton, scion of a wealthy shipping family, seemed to continue her good fortune; five children were born of their happy union. But their fortune was soon lost; William died in Italy; Elizabeth was left at 29 to raise her own children (all under 7), plus her husband's orphaned brothers and sisters.

No time for saintly tranquility. As Seton ruefully said: "If I retire one moment, I hear a half dozen voices calling sister or mama." The children were often critically ill, her own health was wretched, and finances were so precarious that she scrimped on groceries. The friends who supported her were also hunting for some way she could earn a living. In those pre-liberation days, few avenues were open to women.

Elizabeth turned to teaching to support her family, a motive which strikes a modern note. Like some single parents today, she entered the field not because of high ideals, but from economic necessity.

Although she began with four boarding students and her own three daughters, the little school soon attracted more pupils, the backing of wealthy Catholics, and young women who wanted to join her work. Elizabeth Seton insisted that *girls* learn to read, too, an innovation which may have seemed as revolutionary then as some of the feminist demands we make today.

She also experienced similar family vs. career conflicts. Even as Seton poured energy into her school, she was drawn to the needs of her own children. Both Annina and Rebecca died as young girls in her arms, leaving her desolated. Her surviving daughter, the vivacious Kit, wanted dancing, painting and piano lessons. Seton never preached to her about more divine graces; she asked her friends for help, apologizing: "Kit's expenses push you a little hard."

Her thoughtless sons ruined every opportunity she arranged, yet she persisted in intervening for them. When they squandered the money she sacrified to obtain, she admitted to close friends that the immature boys were "a thorn in the heart." When people groan about the problems of "teachers' kids," Seton would have nodded in sympathy. She knew those hassles firsthand.

In the meantime, she served three terms as the leader of her religious community, the Sisters of Charity, and established schools despite primitive frontier conditions. She maintained a sense of humor extraordinary under the circumstances, refusing to take herself too seriously.

In an age when we become almost grim about ourselves and our causes, Seton's words are refreshing. Dismissing a body of work that would leave most of us exhausted, or self-congratulatory, she once said: "I never do the least work of any kind." She called herself "a poor old bit of broken furniture, good only to frighten the crows away." Her focus stayed firmly where it belonged, on her students, not herself.

She was convinced that even the most difficult child could not resist the power of her love; a long record of successes attested to that. Perhaps her secret was placing her work and her students in an eternal context, knowing that God, who created them, was the unseen partner in every project.

Nineteenth century biographers tended to write in platitutes; Seton's own writing often contains such pieties. But despite the flummery, there emerges from her letters and words the portrait of one tough teacher. She never camouflaged the difficulties of her profession, and would sympathize with the tremendous challenges confronting teachers today.

When teachers deal with low pay, poor morale, an unmanageable curriculum, and whiny or balky students, they would do well to remember Elizabeth Ann Seton. She traveled the same path as we do; indeed, she rode into heaven on it.❑

In addition to her teaching at the University of Colorado and Metropolitan State College, Denver, Colorado, Mrs. Coffey is a freelance writer.

Justice & peace education

Teaching nonviolence in the classroom

Patricia McCarthy

There are many ways of introducing nonviolence into the school environment in relation to the child who is "always in trouble." This is the child whose mother avoids teachers because she has heard negative reports too many times. This is the child whom administrators don't place in the new teacher's class and experienced teachers avoid. For the adults involved, there is continual frustration. For the children, there is the tragedy of living without success or happiness.

The first message to convey to these children is that they are special and valuable. The message is written in every action of the day, especially in language, classroom environment and the teaching of appropriate behavior.

Language

The language used is the clearest expression to the child of what the teacher thinks of him or her. The amount of verbal abuse directed towards children today is alarming. Children grow up thinking they are bad and a problem to have around. Too often teachers add to these feelings: "I have had it with you, Joey." "That's it, Mary, you are going to the principal." "Jose, you always ruin it for the rest of the class."

The first step in using language to build up a child is to focus attention on the behavior, not the child. If the behavior is acceptable, compliment the child on the behavior. "That was a kind thing you did, Lindsey, in sharing your lunch with Jenny." The same principle applies with unacceptable actions. For the teacher to say: "Your work isn't finished, Charles; we're going to have to do something about that," is better than: "I can see you don't care about your work."

These differences in speaking are not subtle and they will not be lost. The child's integrity must be protected. The action might be bad but the child isn't.

An obvious corollary is to be extremely careful to say nothing in anger. When a child is swearing, the teacher can yell back, "How dare you talk to me that way!" The better approach is to say: "You are angry and I am angry. We will try discussing this in 15 minutes." It is not a sign of poor discipline to ignore hostile behavior as long as there is no safety issue involved.

Environment

As part of the classroom environment, it is important to establish expectations for the students. These expectations are known as class rules. One year when I had adolescent boys with criminal records, I had one rule: Respect one another. There was no quibbling over anything that hinted at insult or violence.

With younger children, class rules should be simple, specific and positive. A rule about swearing becomes: "Speak in an appropriate manner." For no fighting: "Allow everyone his or her own space." The students will understand. If class rules are posted, sometimes just pointing to them gets the message across.

Rewards and consequences should also be stated clearly. Children who consistently follow rules should be consistently rewarded. Affirmation is crucial in developing a child's self-esteem. And when consequences are necessary, the objectivity of having them decided upon ahead of time takes away the possibility of acting too harshly.

Physical and emotional safety and security must be integrated into the classroom. Students need to know they are beyond danger and ridicule. This is one area where teachers have to be uncompromising. If there is a fight, deal with the issue of fighting, not with who started it.

I have taught ghetto adolescents for years, and they can learn not to fight. One school that had serious fights every recess became one where there was rarely a fight. There was no magic; the staff simply agreed not to accept any physical violence.

The positive side of not fighting is learning to resolve conflicts in other ways. A place where children can do this, with some adult supervision, is helpful: a peace corner, a peace circle, a peace tree or a peace table. Students can only say what they did or said; no one can tell what anyone else did. It can be useful to have a physical object to pass around. A student can't talk unless holding the object—a peace pipe, a dove, an olive branch or any meaningful symbol.

Behavior

The last phase of integrating nonviolence into the classroom is the actual teaching of appropriate behavior. Children don't need to hear: "You should know better, how many times do I have to tell you?" or "You have a bad attitude." Teach and reteach acceptable behavior as much as the multiplication table. It is a bias to presume that a child knows how to behave.

Children who hear yelling and swearing in their homes and on the streets don't know other ways to express fear, frustration or anger. Many children have to be allowed to cry. The teacher must also find ways for students to show anger. Punching bags and foam rubber boppers on exercise mats are good ideas for younger children. Peer counseling usually works better for older ones.

In teaching acceptable behavior, objectives should be specific. Students need to be given credit for progress, not perfection. A student who advances to doing half his homework from doing none has progressed 50%. A first-grader who is able to sit half a day rather than half an hour has made great strides.

Focusing on the positive keeps the teacher feeling more positive and the children happier. Hostility is replaced by tolerance, and special children begin to know they are special.❑

Sister Patricia, C.N.D., presents workshops on nonviolence to school, parish and community groups in the Providence, Rhode Island area.

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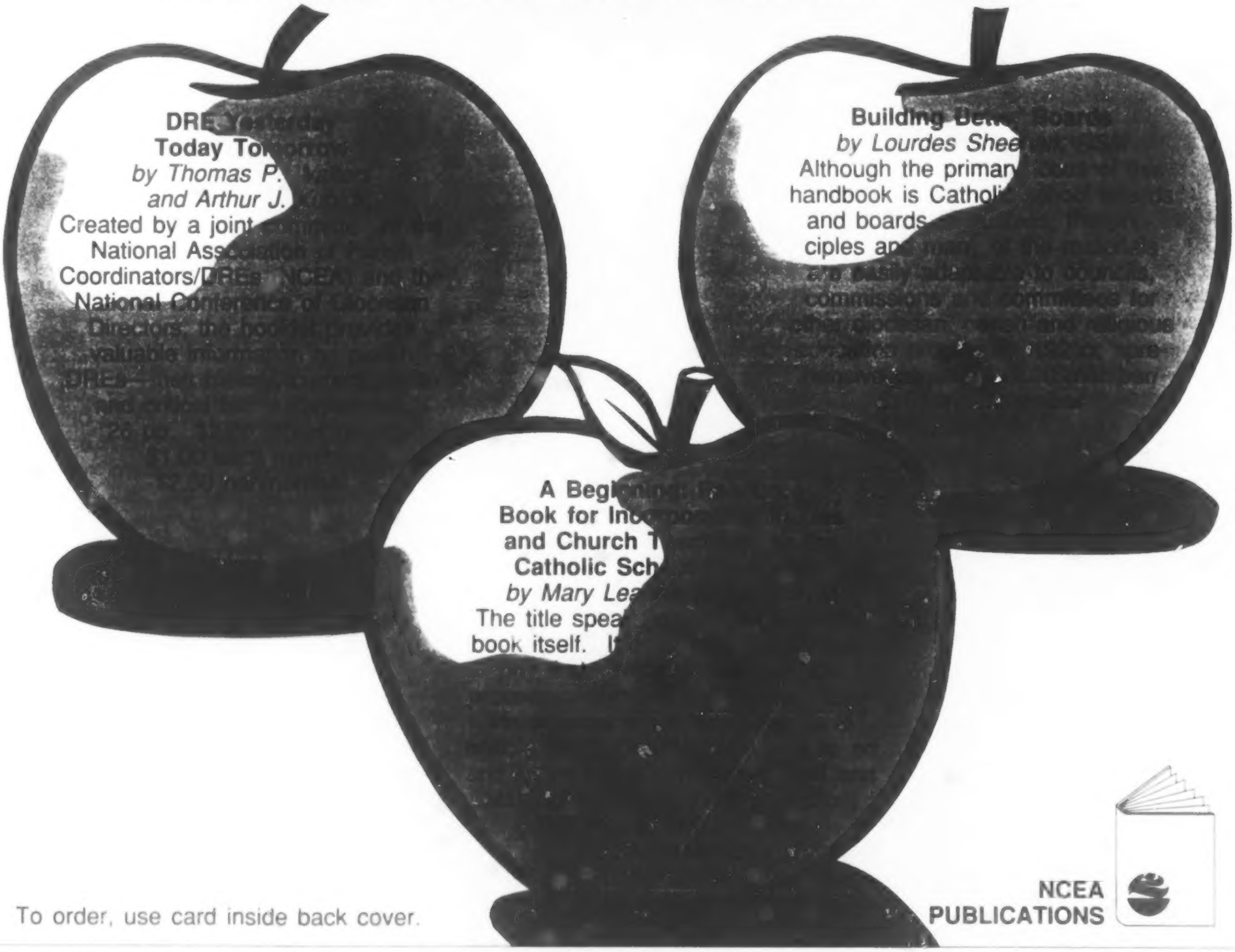

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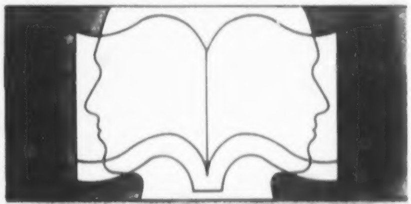

Book reviews

Talking to Learn: Classroom Practices in Teaching English

Patricia Phelan, Chair, and the Committee on Classroom Practices
Urbana, IL, National Council of Teachers of English, 1989, 143 pp., paper, $8.75; NCTE members, $6.50.

Mary Annette Dworshak

In one handy volume, Patricia Phelan and her committee have compiled varied classroom practices that utilize talking and listening as affective and effective tools to enrich learning.

The first section generates ideas for using talking as a means to understand literature, whether it be poetry, fiction or drama, and to interpret literary devices such as personification, mood or point of view. It also provides ideas of an interdisciplinary nature valuable to educators other than language arts specialists.

Through examples such as student leaders moderating discussions, student responsibility for suggesting journal topics, student group interactions recorded on tape, and peer groups presenting talk shows, the underlying thesis is reiterated: the positive value of student-centered collaborative learning.

"Talking to Develop Self-Confidence in Communication" heads the second section of the book where voice development, persuasive speaking, speech mapping, classroom debating and interviewing strategies focus on skills to facilitate better student speaking.

Elementary and secondary teachers may find more value in the articles on "Weaving in Listening and Speaking Throughout the School Day" and "Positive Strokes: An Affective Oral Language Activity" as means to reinforce responsible listening and healthy self-concepts.

Talking to Learn represents the voices of experienced educators inviting other classroom teachers to engage in a more collaborative form of learning, one that leads into interactive writing and responsible communication.❑

Sister Mary Annette, S.N.J.M., is chairperson of the English department, Holy Names Academy, Seattle, Washington.

Girls and Boys in School: Together or Separate?

Cornelius Riordan
New York, Teachers College Press, 1990, 200 pp., paper, $16.95.

Catherine Michaels

Cornelius Riordan takes the sacred cow of coeducation and wrestles it to the ground for closer examination. Early on, Riordan informs us that coeducation was not a well-thought-out policy. It was, rather, an economic necessity stemming from a period of United States history when some areas of the country were too sparsely populated to allow for separate schools for girls and boys.

This same economic necessity is what has led to the merging of various Catholic co-institutional schools to form coeducational facilities. This information should motivate us as educators to rethink the question posed as the title of this book: "Girls and boys in school, together or separate?"

Riordan gives a brief history of single-sex schooling, and the pros and cons for coeducation and single-sex schooling. He discusses the formal structure and informal environment of the schools, as well as the short- and long-term effects of mixed- and single-sex schooling. Finally, Riordan reconsiders single-sex education. His scope includes grammar school through college; he draws examples from American schools, both public and Catholic, as well as from educational systems worldwide.

The author is a sociologist and educational researcher. He makes use of various studies, particularly two public data sets, *High School and Beyond—The High School Class of 1982* and the *National Longitudinal Study of the High School Class of 1972*. His book is filled with excellent conclusions, as well as questions which point out the need for further research.

Riordan has included helpful tables and statistical information which form the foundation for his conclusions. The book is a true challenge for those who have accepted the sacred cow of coeducation and a welcome breeze for those who have taken the heat for holding the seemingly antiquated value of single-sex education. I highly recommend it.❑

Ms. Michaels teaches religious studies at the Mary Louis Academy in Jamaica Estates, New York.

Those Who Can

Joseph S. Johnston, Jr., et al.
Washington, DC, Association of American Colleges (AAC), 1989, 175 pp., $15.

Marie T. McHugh

Those Who Can, a project of the AAC partially funded by the Rockefeller Foundation, is one of a series of studies of American higher education. It focuses on the role of arts and sciences programs in preparing teachers and proposes a different solution from those of the Carnegie Forum and Holmes Group.

The authors' conclusions are the result of a careful review of statistical material, previous studies, and discussions with representatives of liberal arts and sciences institutions, teacher education programs and professionals in the field of education.

Like the Holmes Group, the authors conclude that substantial changes need to be made in the reward structure, working conditions, authority relations, and recruiting tradition of the teaching profession. They focus on the latter.

The authors perceive a serious shortage of able, well-prepared teachers, and a critical shortage of the underrepresented groups—minorities and men. They cite the fewer students entering college education programs, the lower standardized test scores and class rank of these students, and the inadequacies of the courses, both liberal arts and professional, that they take.

Their proposed solution is to tap the pool of arts and sciences students who enter college without definite career goals, and provide them with an integrated four-year program of liberal arts and sciences courses and teacher education training.

The authors argue against sole reliance upon the five-year programs proposed by the Holmes and Carnegie groups on the grounds that they further separate liberal education from teacher training, best serve those who wish to establish education as a graduate discipline, take longer, and are more expensive. The latter concerns especially militate against attracting minority students.

The book consists of three parts: the argument for recruiting liberal arts and sciences students and revising their curriculum, a series of recommendations about how best to accomplish this, and descriptions of sample programs.

The authors claim arts and sciences graduates provide a logical pool for future teachers; there are more of them, they include more minorities and men, represent "the best and the brightest," are interested in content areas, and are open to career direction. The content and skills that are the essence of liberal education are critical to the development of teachers who can engage their students. However, if this content knowledge is to be effectively utilized, programs must be modified so the students learn how to teach what they learn.

Therefore, the authors propose collaboration between education and arts and sciences faculties in designing both new courses and new programs. They suggest a greater utilization of material pertaining to educational issues in general education courses. Strong institutional leadership and support for the centrality of teaching is critical. Beyond that, different institutions will need different strategies.

The study is critical of current attitudes and practices of both arts and sciences and education faculties. The authors point out that the arts and sciences faculty tend to hold education as a field of study in low esteem. On the other hand, they criticize education courses as boring, repetitious and devoid of content. Both groups need to rethink their priorities and work in collaboration to develop integrative programs in which students will actively engage in learning.

The integrative programs described represent both public and private sectors, small colleges and mid-size universities. They all involve coordinated planning between arts and sciences and education faculties, as well as the acceptance of the study of education as a liberal art and teaching as a valid subject of inquiry and reflection.

Those Who Can does not presume to present the sole solution for the current ills of teacher recruitment and training. Some of its criticisms and recommendations will meet with resistance from both arts and sciences and education faculties. However, it provides challenging and perceptive suggestions which should enrich the discussion.❑

Dr. McHugh is senior associate dean in the college of arts and sciences, Boston College, Chestnut Hill, Massachusetts.

Encouraging Reflective Practice in Education: An Analysis of Issues and Programs

R.T. Clift, W.R. Houston, M.C. Pugach, editors
New York, Teachers College Press, 1990, 256 pp., paper, $17.95.

M. Judith Korte

Encouraging Reflective Practice is a professional reference book, a compilation of papers presented at a working conference by the University of Houston, the U. S. Department of Education, and the Office of Educational Research.

As indicated in the foreward, the book is "trying to get the reader to think before acting, to learn from history, to realize that reflective practice will, by definition, mean different things for different purposes and settings, and to understand what reflective practice may or may not be able to accomplish."

The authors' varied viewpoints quickly become evident. As J. C. Vaughan of the Department of Education notes, they have very different views of "(1) what 'it' is,

(2) what purposes can best be served by reflective practice, and (3) the intended and unintended effects that are likely to be brought to bear on people, norms, activities and the local educational system, as a result of moving toward reflective practice."

Many of the authors discuss the practical problems involved in establishing teacher education programs that prepare teachers to be reflective practitioners. There are many opinions debating the need for technical training for teachers versus the training for reflective practice. Technical training, knowledge and behavior of teachers are all part of reflective practice, but moral, ethical and political judgments are also essential.

Encouraging Reflective Practice is a book that professional educators will find helpful as they deal with teacher education program development. It stimulates much critical thinking on the topic. I agree with the editors when they state: "Each chapter is an invitation to the reader—an invitation to think with the author, debate his or her arguments, and to respond."❑

Sister Judith, A.S.C., is director of elementary education, Diocese of Belleville, Illinois.

High School Leaders and Their Schools: Volume II: Profiles of Effectiveness

Leonard O. Pellicer, Lorin W. Anderson, James W. Keefe, Edgar A. Kelley and Lloyd E. McCleary
Reston, VA, National Association of Secondary School Principals (NASSP), 1990, 97 pp., paper, $7.

John J. Augenstein

This report of a 1988 study of high school principals and their schools is the third in a series of national reports begun in the 1960s.

Three principal research questions were posed: 1) How are administrative teams organized, and how do they solve problems and make decisions? 2) What is the administrative team's view of instructional leadership and how is it operationalized? 3) How does the administrative team achieve optimum productivity and satisfaction?

The subjects were 74 principals selected from the NASSP Assessor training program population. Thirty-seven were judged to be above average in their assessor skills, and 37 about average.

To study these principals and their schools, the researchers collected data from each school using the NASSP CASE (Comprehensive Assessment of School Environment) instrument. The instrument was used to profile schools regarding goals, policies, regulations, personnel and change.

This was followed by eight site visits by research teams of two. In the visits the teams gathered data through interviewing administrators, teachers, parents and students, by visiting classrooms, and by studying archival data such as test scores, minutes of meetings and exhibits.

The study's findings addressed the administrative team, the role of the principal, instructional leadership, school climate, and student, teacher and parent satisfaction, among other topics.

Important among the researchers' conclusions are: "The most effective schools had functioning administrative teams...strong and creative principals....Instructional leadership was a shared responsibility.... Student satisfaction was highest in stable schools, with stable leadership and teaching personnel."

The study is recommended to those preparing school leaders, as well as those seeking more effective schools.❑

Dr. Augenstein is an assistant profession of education, Marquette

AD INDEX

Barry University	51
Brothers of St. John of God	28
F.A.C.T.S. Tuition Management Co.	CVR II
Franciscan Communications	63
Harris Publishing	CVR III
Herff Jones	5
IBM	9
Our Sunday Visitor	59
Parish Data Systems	38
Paulist Press	69
Percle Publishing	15
Rediker Software, Inc.	71
Rodale Press, Inc.	35
School Financial Management Services	39
United States Catholic Conference	29

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Who Takes Science? A Report on Student Coursework in High School Science and Mathematics

Roman Czujko and David Bernstein
New York, American Institute of Physics, 1989, 58 pp.; single copy free, multiple copies on request.

Michael J. Donahue

This report is an analysis of data from the 1980 *High School and Beyond* (HSB) survey. The authors note that the data are rather old, but cite research showing that there has been little change in the last 10 years in either the proportion of schools offering or the proportion of students taking mathematics and science. They also note that these data can be used as baseline for nalyses of the follow-up HSB surveys in 1982, 1984 and 1986.

The basic findings are that students in college preparatory tracks are the most likely to take high school physics, chemistry and intermediate and upper-level mathematics. Whether one gets into such a track is strongly related to the region of the country, one's racial/ethnic background, and gender. White boys in the Northeast take trigonometry; black girls in the South don't.

It is also interesting that, among college preparatory students, those least likely to take physics or intermediate-level mathematics are those intending to major in education: future teachers.

Readers of *Momentum* will be interested in findings concerned with course offerings by school type. Catholic schools are twice as likely to offer college-preparatory tracks as public schools. In addition, nearly 25% of non-Catholic private schools reported they did not offer physics as compared to only 5% of Catholic and 3% of public high schools.

Those interested in the preparation of students for an increasingly technological society, and the race and gender issues involved in that preparation, will find in this report much food for thought.❑

Dr. Donahue is a research scientist at Search Institute, Minneapolis, Minnesota.

The Drama of Schooling, the Schooling of Drama

R. J. Starratt
Philadelphia, The Falmer Press, 1990, 151 pp., paper, $18.

Rosemary A. Hocevar

Here is a fresh insight into involvement and empowerment in schools. The author contends that the hierarchical models and processes used in business corporations and governmental bureaucracies are of limited value when applied to individual schools. Small in size, schools are involved in the character development of students and concerned with a different goal, he says.

Starratt proposes an alternative model, one which dramatizes the tension between individual fulfillment and societal renewal. Espousing Dewey's view of schooling as the negotiation of meaning, values and plans of action, Starratt applies it to what children learn in school through inquiry, collaboration, scientific verification, experimentation, debate and consensus. This creative paradigm, the drama of schooling and the schooling of drama, explicates the interrelationship and the interplay of individual aspirations and societal goals. The language of drama—actor, coach, director, critic, props, stage, rehearsals, scripts and improvisation—is used throughout the analogy.

It is an analogy which allows teachers, administrators and students, in conjunction with parents and the local community, the freedom to improvise the academic, bureaucratic and cultural scripts that are present in the curriculum and environment of schools.

Starratt offers examples of dramatic learning in schools, using ideas from the world of friendships, the world of work and the world of citizenship. The enactment of the drama of schooling in these worlds can be problematic and an issue social policy. The school cannot rewrite the scripts alone. It can, however, rehearse the future actors who, in turn, can be instrumental in changing future scripts in conjunction with other institutions in society. The author believes that the school performs its function by forming an awareness in youth that they are a people, and that this awareness can empower them to change the future.

Starratt devotes a chapter of the book to the presentation of six classroom observations. He offers a commentary on how the teaching and learning in these classrooms depict the drama of schooling and the schooling of drama. He also offers implications for teacher education, instructional assessment, administrator preparation and policy formulation.

Starratt believes that children exposed to this reflective and creative paradigm over the course of 10 to 12 years will be more likely to be involved in the rewriting of societal change than to accept the script dictated by the textbook industry.❑

Sister Rosemary, O.S.U., is the director of the graduate program in education administration and an associate professor at Ursuline College, Cleveland, Ohio.

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Above the rest!

Catholic schools support parents who want a values-based education for their children in a responsible and self-disciplined environment. Academic excellence has been shown on U.S. Department of Education tests in reading, math, and science, and 83% of Catholic school students go on to college.

Wear your button on National Appreciation Day for Catholic Schools • January 30, 1991

Wear your button to show your support.

— SEE DETAILS INSIDE — Use the form to order your buttons & posters today!

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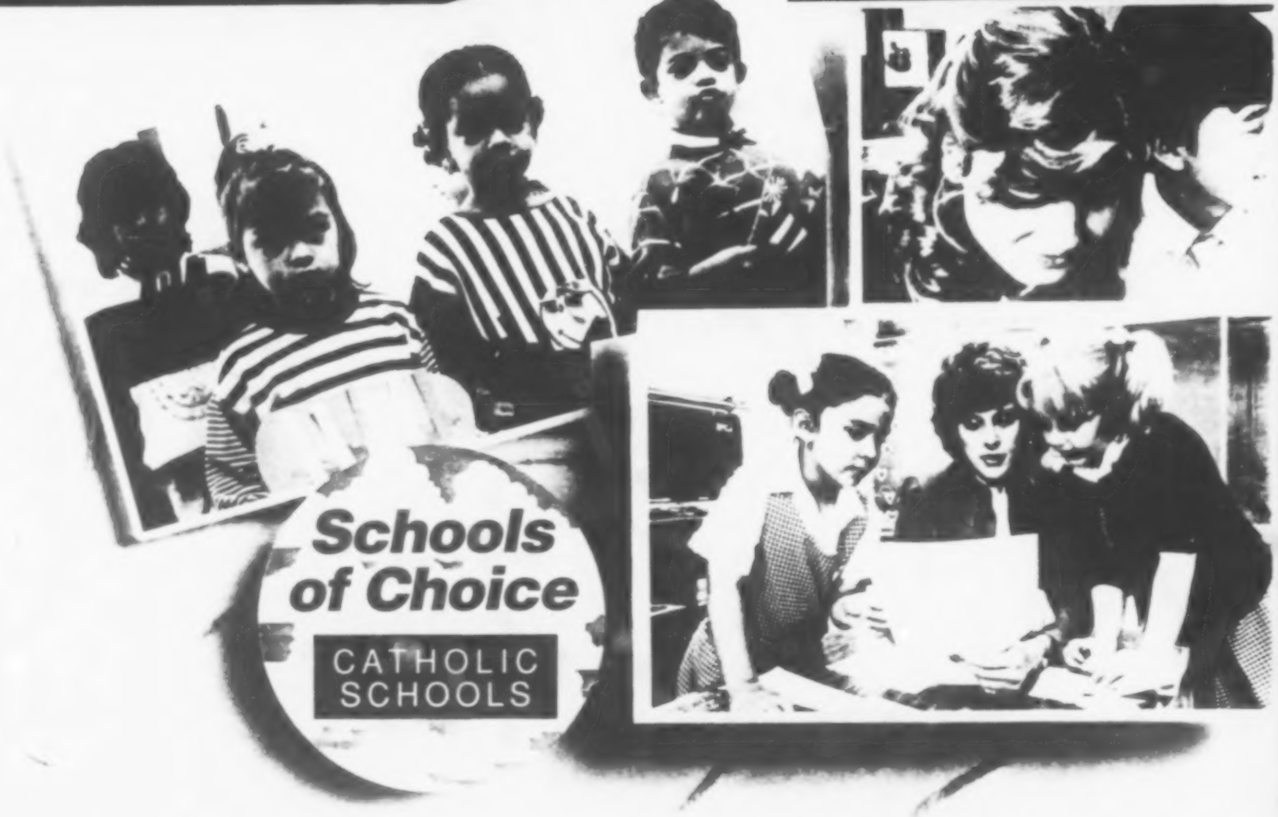
1077 30th Street N.W. • Washington, D.C. 20007 • Phone (202)337-6232

> *All of you can be deeply proud of the enviable reputation that Catholic schools have long enjoyed in this country, not only for the solid foundation they give their students in the basic subjects, but also for their commitment to their students' spiritual, moral, and ethical development . . . an invaluable contribution to the vitality, diversity, and excellence of education in the United States."*
>
> — President George M. Bush



What is "National Appreciation Day for Catholic Schools?"

National Appreciation Day — January 30, 1991 — is a rallying point for all Americans to show their support and gratitude for Catholic schools.

For four centuries, the Catholic school network has provided a values-based, quality education for millions of America's youth. Today Catholic schools represent an annual $10 billion gift to the nation.

When is National Appreciation Day observed?

January 30, 1991, Wednesday, is National Appreciation Day. That's right in the middle of Catholic Schools Week, a 17-year tradition celebrating Catholic education.

What's the theme?

"Catholic schools are schools of choice" is the message of the day, delivered on colorful buttons and posters.

This message underscores the fact that the most promising reform idea in U.S. education today is parental choice in education — for all Americans.

Who should wear the button?

All those who support parental choice in education and quality

Last year more than 800,000 parents, teachers, community leaders and students wore buttons to mark this important day. This year we hope to double the participation.

schools are encouraged to wear the button January 30.

Last year more than 800,000 parents, teachers, community leaders, legislators and students participated by wearing the button.

Why do Catholic schools soar "above the rest"?

- 83% of Catholic school students go on to college.
- In government-sponsored reading, math and science tests, Catholic school students outperform their public school counterparts.
- The drop-out rate in Catholic schools is 3%, compared to 14% on a national average.
- U.S. Department of Education tests also show the strong values-based education delivered in Catholic schools.

What can we do to show our support?

Use the convenient order form on the next page to order the buttons and posters you need. You may use these buttons to raise funds as many schools did last year. The posters can be placed on school walls, in the windows of local businesses or at church for parishioners to see.

Across the country National Appreciation Day and Catholic Schools Week 1990 received widespread broadcast and print press coverage. Newspapers reported on presentations of buttons to mayors, school programs and other special events.

CATHOLIC PARENTS CHOICE SCHOOLS
"Parents Choice" is th... ation
National Appreciation Day ... January 31, 19...
...c schools choose today to celebrate
Supporters nationwide to mark contributions of Catholic schools
YES! Catholic Schools
...ational Appreciation Day ...or All Catholic Schools
...ental Choice in Education ...me for Catholic Schools Week
CATHOLIC SCHOOLS
Make The Diffe...
...schools ...ortant ...community
Parents choice is theme of 1990 Catholic Schools Week
...Schools Week ...Parent's Choice
...ation Day for Catholic ...to be held Jan. 31
...ciation Day

Easy Order Form

Simply fill out the form below to order the quantity of buttons and posters you would like. Multiply that number times the unit price for your total. Mail your check and order form to NCEA headquarters, National Catholic Educational Association, Publication Sales Office, P.O. Box 0227, Washington, D.C. 20055. You'll receive your buttons and posters in time for National Appreciation Day.

Name ______________________

Title ______________________

School ______________________

Address ______________________

City ______________________ ____

State ____________ Zip Code ____________

Phone ______________________

Quantity		Unit Cost	Total
________	Posters	$2.00 ea	$ ________
________	Buttons	$0.20 ea	$ ________
(Buttons sold only in bags of 100.)			
		Shipping/Handling	$ ________
		TOTAL	$ ________

Please make check out to NCEA. All orders must be prepaid.

If you could use a fund-raising staff, call Harris.

We know your situation. You have responsibility for your school's fund-raising efforts. And limited resources with which to do the job.

Well, Harris can help. Our No Cost Directory Service can effectively become the staff you don't have. And provide three major tools to help you get your tough job done.

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2. You receive updated business information, such as job titles. Armed with this knowledge, you can identify and pursue those alumni who can afford to be more generous.
3. You are provided with a Matching Gifts report that identifies alumni whose firms will match, or even double, employees' donations. This can help you double, perhaps triple, hundreds of individual gifts.

Let Harris be the resource you so sorely need. Call us, toll free, at 800-431-2500. (In N.Y., call 914-946-7500.) Our staff is waiting to comfort you.

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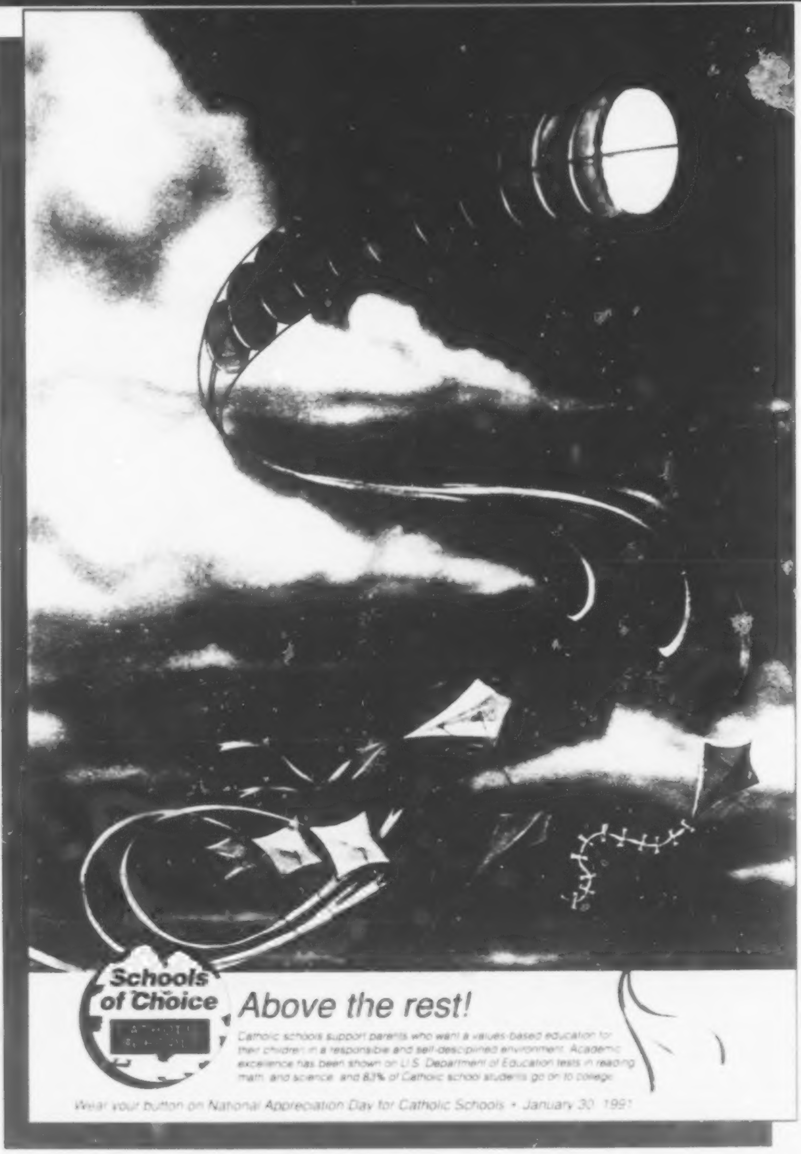
National Appreciation Day for Catholic Schools

January 30, 1991



Schools of Choice

Above the rest!

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(See inside for details on how to order your buttons and posters.)

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